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ABSTRACT

This eight-chapter procedural guide outlines a supported work approach for competitive employment training of Mississippi citizens with moderate and severe disabilities. The first chapter defines competitive and supported employment and discusses funding, personnel, program options, and vocational curriculum development and assessment. The second chapter outlines what service providers and families need to know about such employment programs, focusing on vocational choices available, vocational evaluation, influence of severity of disability, influence of income on government benefits, and other factors. The remaining six chapters explain, in sequence, the steps necessary for establishing supported employment services, centering around the activities of the job coach. These chapters cover job development, consumer assessment, job placement, job site training, ongoing assessment and follow-up, and time management for the job coach. An appendix contains several sample record-keeping forms for such tasks as job market screening, employer contact, employer interviews, environmental analysis, job analysis, job/worker compatibility analysis, and progress reporting. (Includes 58 references.) (JDD)

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ESTABLISHING SUPPORTED EMPLOYMENT SERVICES IN MISSISSIPPI

Prepared
For The
Mississippi Developmental Disabilities
Planning Council
DD-169-90

BEST COPY AVAILABLE

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ACKNOWLEDGEMENTS

It is with gratitude that we acknowledge the persons who have assisted in the development of this handbook. Drs. Paul Wehman, Sherill Moon, and Marica Datlow Smith have pioneered the field of supported employment; this text rests on their good works and those of other contemporary scholars.

The text was reviewed in progress at a workshop help at the University of Mississippi on June 26, 1990. Earle Cummings and June DiPolito of Pineland Mental Retardation Services and Georgia Southern University in Statesboro, Georgia, presented information related to their supported employment programs to provide a common geographical context for the discussion. We are grateful to them and to Monroe Snider, Carl Laughlin, Ed Butler, Gary Dancer, Curtis Alford, Judy Jones, Mike Montgomery, Walter Crapps, Lu Ann Foshee, Debbie Johnson, and Mike Crawford for their comments and contributions. Dr. Billy Spears planned and conducted the workshop and assisted with editing the text. Dr. James Mann and Mrs. Suzette Todd provided administrative oversight for the entire project.

A special debt of gratitude is owed to Ed Bell, Director of the Mississippi Planning Council on Developmental Disabilities for his on-going encouragement and support. It is our hope that this manuscript will

assist persons with disabilities become independent and productive members of their communities. Our mutual commitment to these persons is a lasting bond and our shared mission.

FORWARD

This Manual has been developed at the direction of Dr. Albert Randall Hendrix, Executive Director of the Mississippi Department of Mental Health, to provide basic information to persons who are disabled and their families and to persons who are directly involved in the placement and training of citizens with developmental disabilities into community-based competitive jobs. It is not intended to be an all-inclusive source of information on the supported work model. It is a procedural guide for competitive employment training.

Parents and service providers should also note that there are many approaches to training citizens with disabilities, as well as many employment options other than competitive jobs.

A goal of everyone in direct service positions should be the development of diverse competitive job options for citizens with moderate and severe disabilities. Citizens with disabilities more severe than those of most workers previously placed in jobs can be successful in certain competitive jobs when a supported work approach to training is used. Research and training programs continue to refine the methodology for training the workers with the most severe disabilities within the framework of a supported work model.

The process of implementing a supported work approach to competitive job training which is outlined in this Manual will be helpful to persons with developmental disabilities and their families, sheltered workshop and day activity center staff, rehabilitation counselors, special and vocational education teachers, and any other professionals, parents, or volunteers who are involved directly or indirectly in job training for citizens with disabilities. Such factors as the functioning level of the workers, staff competence and ratio, type of community (rural versus urban), and nature of community service provision will determine some modifications or expansion within each phase of the process.

The basic sequence of events for placement, training, and follow-up is the same, regardless of the degree or nature of the individual disability.

Careful record keeping is integral to the success of a supported employment program. Record keeping must be tailored to the needs of the individual service program and provider; no single methodology is universally appropriate. In the appendix are reporting forms, developed and field tested by the Rehabilitation Research and Training Center at Virginia Commonwealth University which are can serve as models for such record keeping.

This guide draws together all of the advice, help, and knowledge we have received and hope to share. This manual

is not intended to be used as a training manual *per se*; job trainers and coaches must first undergo extensive formal training. The purpose of the manual is to build upon existing skills and re-familiarize job coaches with standardized and suggested procedures in implementing Supported Employment Programs.

Chapter I.

Supported Employment Services: Defining the Role of Participants

Education of persons with disabilities, particularly mental retardation, has undergone a major metamorphosis in the past twenty years. Prior to the early 1970's educational and vocational opportunities for persons with mental retardation were almost nonexistent. Changes in perception of professionals in the field, parents of individuals with disabilities, and federal and state governments regarding the potential of these persons made apparent the need for instructional and habilitative intervention and services.

In the past, society has had very low levels of expectation regarding the productiveness of people with mental and/or physical disabilities. Once it was proven, through academic and prevocational success, that they could be contributing members of society, professionals and advocates began to rethink their positions on the quality of life of this group.

Government, at the federal and state level, through litigation, legislation and funding, led to greater opportunities for individuals with disabilities. Yet, problems have arisen in that there are few post-educational opportunities available for

these people, particularly in the area of employment.

Inge, et al. (1988) found that studies done in this area indicate that "every individual, regardless of abilities, has an equal right to live in an integrated community setting, to have access to community services, and to attend community schools and other activities". This chapter will explore the "other activities" as they pertain to employment.

Competitive and Supported Employment Defined

When employment opportunities for persons with mental retardation were initially developed, they typically existed in the forms of sheltered workshops, adult day programs, and activity centers (Inge, 1988). These were all segregated environments, exclusively serving those with disabilities, working on contractual tasks for earnings based on production which were generally below the minimum wage. The assumption of parents and professionals at that time was that segregated employment was the best alternative. It was felt that any positive contribution to the competitive workforce made by these consumers would likely be offset by resistance in the community to accept them as viable, competent employees. This resulted in a period of protectionism manifested primarily in the maintenance of segregated work settings. Hence the term "sheltered employment".

Research in the area of employment promoted an integrated work setting by identifying many of the advantages for people with disabilities. These advantages include increased opportunities for social interaction with nondisabled peers, exposure to appropriate behavior models, and earnings of minimum wage or better (Snell, 1983).

Being contributing tax-payers is also viewed as more advantageous than being a government liability. The ever-increasing financial demands being made on governmental subsidies, such as Social Security and Medicaid, have resulted in attempts to integrate persons who are disabled into community employment. "Community [competitive] employment can be defined as paid work which (a) takes place in natural settings (i.e. settings not designed for special populations) and (b) includes ongoing interactions with other employees, the overwhelming majority of who neither receive nor provide habilitation services" (Nisbet and Hagner, 1988).

With the recognition of the fact that an individual with mental retardation can perform competitive work, came the realization that a network of employment survival must be developed and maintained. Some method of communication had to be established between the business world and the potential employee, particularly for an individual who experiences severe

disabilities. Supported employment has become that network.

Wehman (1988) defines supported employment as "paid work that occurs in normal, integrated business environments for a target population of persons who have severe disabilities and a demonstrated inability to gain and maintain employment...built on a premise of long-term, permanent (daily or intermittent) support through the individual's duration of employment".

Supported Employment Funding and Personnel

Many steps encompass the transition from a classroom or workshop setting for a person with developmental disabilities into a supported employment setting. But, before any of the steps can be initiated, funding, interagency networking and all of the necessary support personnel have to be in place.

Advocacy and government initiatives proved to be the vehicle by which a favorable impression could be presented to the business community concerning the employability of those who have disabilities. The increasing demand for employees in service-level and entry-level jobs created a medium for integration into the community business environment (Stark and Goldsbury, 1988).

The U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), the Department of Health and Human Service, Administration on Developmental Disabilities (ADD), and the Social Security Administration are

the national funding sources for states providing supported employment services. Title 6-C of the Rehabilitation Act Amendments of 1986, (P. L. 99-506), provides funds for all states to participate (Wehman, 1988). Public Law 99-506 recognizes supported employment as "the employment of workers with severe disabilities in community businesses-employment which is made possible and maintained through the provision of support services by a habilitation agency" (Nisbet and Hagner, 1988). Eight other initiatives and legislation that have come from the national level prioritizing the need for supported employment are:

1. Rehabilitation Act of 1973 (P. L. 93-112);
2. Education of the Handicapped Acts Amendments of 1983 (P. L. 98-119 - Section 626);
3. Employment Initiative - Administration on Developmental Disabilities, U. S. Department of Health and Human Services;
4. Transition of Youth with Disabilities Priority - Office of Special Education and Rehabilitation Services: U.S. Department of Education
5. Supported Employment Initiative - Office of Special Education and Rehabilitation Services: U.S. Department of Education;
6. Carl D. Perkins Vocational Education Act of 1984 (P.L. 98-524);
7. Developmental Disabilities Act of 1984 (P. L. 98-527); and
8. Social Security Disability Amendments of 1980 (P. L. 96-265): Sections 1619a and 1619b

Once funding is accomplished, initiation of program implementation procedures are established. The first step of the sequence is the development of an interagency network of support personnel. Support personnel include the special education teacher, the vocational rehabilitation counselor, the vocational education teacher, a job coach, case manager, parents/family, the community and employers. Their responsibilities range from "providing systematic and longitudinal vocational, domestic, leisure/recreation, and community functioning training in the community" to "providing access to training sites" (Arnold, 1987).

Support Options

A number of supported employment pilot projects have been developed and implemented which document the ability to establish a successful communication network between potential employees with developmental disabilities and potential employers. In 1985 and 1986, there were 27 states receiving federal funding, demonstrating model supported employment programs (Wehman, 1988). Among them were the Virginia Commonwealth University's Project Employability, Transitional Employment I and II in Vermont, and the Specialized Training Program at the University of Oregon (Nisbet and Hagner, 1988).

Nisbet and Hagner (1988) identified five key program elements that each of the preceding models have in common which led to their success. These elements are:

1. Support services are provided by an agency staff member, known as a job coach, job trainer, job advocate, employment coordinator, or placement and training specialist.
2. Job coaches analyse the job to be performed and then implement systematic instruction and data collection procedures at the work site to teach the required job and related skills.
3. Initially, job coaches remain on site full time with the worker, but as job tasks are mastered by the supported employee, the job coach gradually begins to "fade" from the work site his or her presence, eventually remaining involved through occasional visits and/or telephone contacts.
4. A number of noninstructional interventions are part of the function of the job coach. Examples include (a) establishing rapport with supervisors and co-workers; (b) explaining training techniques and involving supervisors and co-workers in training; (c) explaining the worker's disability, background, and behavioral

characteristics to co-workers, and (d) encouraging co-workers to socialize with the worker and modeling appropriate ways of doing it. These functions are sometimes referred to as "advocacy".

5. Communication with residences, arranging transportation, and other tasks that occur away from the job site may also be the responsibilities of job coaches.

In developing a supported employment program, consideration must be given to the fact that one model is not all-encompassing for meeting the needs of every person with severe disabilities. Individualization must be the main focal point of any program, which makes it necessary to examine a variety of support options. The goal is to create a cooperative work environment between the person with a disability(s) and the nondisabled employees. This can be promoted through the natural supports within the work setting - employees' interaction. Nisbet and Hagner (1988) devised the following table of support options that would generate a collaborative effort on the part of the nondisabled employees to foster success of a person with severe mental retardation.

Table 1
Community Employment Support Options

Option	Support person/role		Responsible to	Agency role
	Initial	Ongoing		
Job Coach	Job coach trains	Coach fades; worker is presumed independent	Agency	Direct: Trainin and follow-up
Mentor	Job coach trains; supervision is transferred to mentor	Mentor remains on-site; providing support and supervision	Company	Indirect: Matching and support for mentor
Training Consultant	Job coach trains with the co-workers/ supervisor	Co-workers/ Supervisor provide support, supervision, and additional training	Company	Indirect: Consultation and stipend
Job sharing	Job coach identifies job sharer, then trains and assists	Job sharer remains on-site	Agency and Company	Indirect: Matching; suppor for job-sharer; stipend
Attendant	Attendant trains and assists (may need some assistance from job coach)	Attendant remains on-site at worker's discretion	Worker	Possibly initial training; afterward little or no intervention

Vocational Curriculum Development and Assessment

Before the individual with a disability is introduced to the competitive workforce, a great deal of preparation in needed. Curriculum development should reflect the needs of the individual to achieve a higher success rate. Vocational programs should be designed so as to provide a longitudinal training program which is systematically expanded over the school years. A community analysis of the current job market should be conducted to determine what types of jobs are available and what skills are needed to perform the jobs. Data-based programming in the area of behavioral training is also warranted. Students should be provided, to the greatest extent possible, opportunities to acquire and demonstrate job skills in an integrated setting. To ensure a systematic transition from the classroom to supported employment, an individualized transition plan should be developed and implemented. A transition plan specifies how a student will be trained and placed in permanent job, who is responsible for each goal/objective of this plan, and a timeline of completion for each goal/objective (Arnold, 1987).

There are also methods of assessment available to determine the "successfulness" of a planned curriculum. Menchetti and Rusch (1988) researched the reliability or validity of the Vocational Assessment and Curriculum Guide (VACG). The VACG is a

behavior rating scale of eight vocational and social domains which allow planning of instructional programs to make people with disabilities employable in service and light industries.

These eight domains are: Attendance/Endurance, Independence, Production, Learning, Behavior, Communication, Social Skills, and Self-Help Skills.

The study rated the behavior of 139 subjects, 112 of which were persons with mental retardation and 27 subjects without mental retardation. All subjects were employed in service and light industry jobs such as kitchen helpers, building maintenance workers, and business cleaning personnel.

The Vocational Assessment and Curriculum Guide is an ecological analysis, a systematic method for identifying skills that have a high priority for a person to learn. There was evidence of score stability and consistency which makes this an adequate system assessment instrument.

Concerns of Parents, Students and Professionals

The communication network that has been previously discussed is the foundation of supported employment. Parents of persons with developmental disabilities play an integral part in competitive employment survival. Parents should be solicited to actively participate in the job selection and transition process of their child.

Professionals have the responsibility of informing parents of the implications and rewards of entering the competitive workforce. The interagency team has the responsibility of alleviating many of the fears that parents have, which have developed, primarily, from the low expectations and limitations they may have imposed upon their child. Ensuring that parents and students understand the financial aspect of employment, as it applies to social security and medical benefits, is also the responsibility of the support staff (Arnold, 1987).

Wehman and Moon (1988) state that community-based training will be one of the most significant phases in the supported employment process. Location of potential job sites, transportation, insurance coverage, and the availability of support personnel are the primary concerns following program initiation.

The students, themselves, as participants and recipients in supported employment must demonstrate an interest and the capabilities to make a successful transition into the business world. The issues involved in making such determinations are job satisfaction, the meaning of pay, the effects of the job itself, and the role of social interactions or the culture of the workplace on the behavior of the employees (Mosely, 1988). Rusch and Hughes (1988) summarized four strategies to promote

employment adaptability. These strategies are (a) evaluating employee independence on the job, (b) teaching employee adaptability, (c) facilitating assistance by co-workers, and (d) transferring control of employee independence to work-related stimuli.

Issues to Consider for Program Success

There must be an examination of the success and failure of individuals in supported employment programs to determine the strengths and weaknesses of the service delivery system. When job separation occurs there needs to be evaluation of the support intervention techniques. The reasons why job separation occurs are as important as the success or unsuccessfulness of a job placement (Hill, Wehman, Hill, and Goodall, 1986).

There are also methods of assessment available to determine the "successfulness" of a planned curriculum. Menchetti and Rusch (1988) researched the reliability of validity of the Vocational Assessment and Curriculum Guide (VACG). The VACG is a behavior rating scale of eight vocational and social domains which allow planning of instructional programs to make people with disabilities employable in service and light industries. These eight domains are: Attendance/Endurance, Independence, Production, Learning, Behavior, Communication, Social Skills, and Self-Help Skills.

Hill, et al. (1986) identified four basic categories of job separation: resignation, terminations (firings), layoffs, and official leaves of absence, which can be caused by internal actions or external environmental forces. Internal actions are employee-oriented, which can be behavioral or skill deficits.

This cause of separation is typical of those who are mentally retarded with the highest I.Q. Lay-offs, transportation problems, medical leaves, and parental interference are all forms of external environmental forces, forces beyond the employee's control. These are the usual reasons for job separation for the individual with the most severe disabilities. It was also noted that parental interference was the least frequent cause of job separation.

After the reasons for job separation have been identified, it is easier to determine appropriate job placements and make curriculum development more effective.

Summary

This chapter has defined and identified the scope and sequence of supported employment. It as been prescribed as a vocational alternative for individuals with severe mental retardation and other developmental disabilities.

The role of participants, professionals, parents, and students, have been discussed in order to provide a better

understanding of the roles each play in developing a supported employment program. The significance of the business environment to the person with developmental disabilities entering the competitive workforce was also explained.

Chapter II provides information to assist consumers, families and service providers to plan for their futures, and will address commonly asked questions.

Chapter II.

What Service Providers and Families Need to Know About Employment Programs for Persons with Disabilities

All parents have dreams and aspirations, as well as concerns, about their children's futures. Parents of children with disabilities often become very frustrated in their attempts to help their children's transition from grade school through high school as well as in planning for a satisfying job. Not recognizing true potential, parents may lose faith in their abilities to help their children plan and qualify for competitive employment. Service providers can assist these families in changing their aspirations and assist persons with disabilities to become as independent and productive as possible.

Competitive employment entails "regular" jobs in the community that are typically filled by non-disabled citizens and which pay at least minimum wage. Competitive employment is often referred to as "supported employment" due to the emphasis on highly structured job placement, individualized job site training after placement, and systematic methods for assuring job retention. This model allows persons to be placed who do not necessarily posses all of the requisite work or social skills for immediate job success (Wehman and Moon, 1988).

Supported work options and competitive employment, in

particular, offer the possibility of improving the quality of life of a citizen with a severe disability through the earning of competitive wages and the opportunity to participate in a typical work environment.

Of the numerous factors influencing whether a child will eventually work in a competitive employment setting, the most important is the family. Parents can be their child's greatest resources for job planning if they know how to help (Arnold, 1987).

This chapter provides information that will assist service providers and families in planning realistically for their child's/consumer's career.

Some Questions and Answers About Supported Employment

Many service providers ask questions about the vocational outlook for youth with developmental disabilities. The questions and answers below have been compiled in order to anticipate some of the concerns on the minds of those who are thinking about employment alternatives.

(1)What is a supported work program of competitive employment?

A supported work program searches the local community for appropriate jobs for workers with developmental disabilities. Once a position is located and a person is placed in the job, a trained staff person accompanies him or her to work in order to

teach the job on a one-to-one basis. After the job is learned, the staff person spends less time at the job, but is available for additional assistance, if needed.

(2)What are the vocational choices available to adults with developmental disabilities?

There is an array of employment options which individuals may choose to explore. Full or part-time competitive employment is the most desirable vocational alternative. While full or part-time employment is optimal, working in a supervised crew or group enclave that performs contract work in a community setting is another alternative (Juhrs, 1988).

Sheltered workshops provide noncompetitive, long-term employment to workers with disabilities. Types of jobs performed in workshops include sewing, packing, collating, and small tool and machinery assembly.

Work activity centers are designed to serve individuals who are thought to be incapable of working in sheltered workshops. In addition to vocational skills, these centers provide training in social and daily living skills.

Adult day programs, also called developmental centers and activity centers, usually offer nonvocational services to those adults with developmental disabilities who cannot access sheltered workshops or work activity centers (Weyman and Moon,

1988).

(3)What are the best ways to determine if a person with a developmental disability has sufficient potential for competitive employment?

The most critical aspects of an individual's capacity for employment are: parent support, a friendly and social personality, and a desire to work. Scores from intelligence tests, or academic abilities are not necessarily important features of the successfully employed worker with a disability (Wehman and Moon, 1988).

(4)What are the benefits of competitive jobs versus activity centers or sheltered workshops?

Workers in competitive jobs are around persons who serve as good role models who exemplify more socially appropriate behavior. Persons with developmental disabilities in such jobs are challenged to produce in ways comparable to other members of the community. Furthermore, such workers become wage earners and taxpayers, thus contributing to the community as opposed to being supported by it (Smith, 1990).

(5)Can persons who have severe or profound mental retardation work in competitive employment settings?

Many persons with profound mental retardation and other very severe disabilities such as autism currently fill jobs in the

community given the proper training and support. Nearly all persons who have mild retardation should be able to hold a regular job (Smith, 1990; Kiernan, 1988).

(6)What types of competitive jobs can persons who have developmental disabilites perform?

Some of the jobs that persons with developmental disabilities currently perform include: maid, janitor, orderly, auto mechanic helper, food service worker, porter, hand packer, kitchen helper, and laundry room helper (Juhrs, 1988).

(7) Why are so many people with developmental disabilities placed in special centers, if indeed, they have the ability to work in competitive settings?

There are two main reasons for this situation. First, many professionals and parents alike are highly skeptical of the employment potential of persons with significant disabilities. Second, more funds and effort need to be put into providing staff for supported work services at job sites. Staff members can and should work continuously with employers in providing assistance once the consumer is employed (Moon and Griffin, 1988).

(8)How long should the consumer be able to work if he or she is able to get a job?

With a supported work model of assistance, any consumer may be expected to hold a job as long as many other nondisabled

workers. There are numerous reasons why people leave jobs. However, if professional staff are on hand for periodic assistance, there is no reason why persons who are disabled should lose his/her job (Kiernan and Brinkman, 1988).

(9)What about transportation to get the consumers to work?

The most common answer to this question is that the individual may ride a bus. If a person does not have access to a mass transit system, carpooling is a possible alternative. A staff person from a supported work program can help make such arrangements. Some communities also offer special van services for persons with disabilities (Smith, 1990).

(11)Will the consumers be safe on the job?

Places of business are structured environments. Everyone has a job to do, and there is limited time available for any employee to harass another. Usually there are a number of people in a work area to observe any misbehavior, and there are strong codes in our society against taking advantage of persons who have disabilities. Even break areas and lunchrooms are consistently safe places in the vast majority of businesses (Smith, 1990).

(12)How will working competitively affect the consumer's SSI and Medicaid?

When a person receiving Supplemental Security Income begins working, his or her check will be reduced. This reduction is

slightly less than the amount earned, therefore, the worker always comes out ahead financially by working.

A SSI recipient is allowed a trial work period of nine months, During these months, any amount of money may be earned without jeopardizing SSI eligibility. After this trial work period is over, the individual may be disqualified from receiving additional SSI payments.

Medicaid benefits paid under Section 1619(b) can continue even if earnings are too high to receive Supplemental Security Income check under some conditions. Additional information regarding SSI and Medicaid is available through local Social Security Offices or the state or regional Work Incentives Coordinator for the Social Security Administration (Mann and Arnold, 1990).

(13) What are the possibilities for competitive employment for consumers with severe disabilities?

Other professionals who are involved with the consumer should be considered. Competitive employment should always be a consideration for persons with the most severe disabilities. It is never too early to begin planning for the consumer's employment. The consumer's IEP or IHP should include vocational awareness and training and training for employment (Rusch, 1986).

14) What should be done if professionals are unwilling to

consider competitive employment services for consumers?

There are at least three positive things to try. First, express a willingness to support such an effort. Second, communicate that there are programs where persons who are severly disabled are working competitively. Finally, check the possibility of other resources in your state that can help (Arnold, 1987).

Summary

This chapter has presented answers to frequently asked questions about supported employment from parents, consumers, and service providers. The general topics included a framework for the supported work model, vocational choices for adults with developmental disabilities, how to determine the employment potential for an adult experiencing developmental disabilities, the benefits of competitive jobs, what types of jobs are currently held by persons with developmental disabilities, transportation, safety on the job, and others. Each of these topics and responses reflect solid research findings based in practical, real-world settings.

The following chapters explain, in sequence, the steps in establishing supported employment services, centering around the activities of the job coach. A job coach provides the structure

and support for competitive employment for persons with developmental disabilities.

Chapter III.

Job Development

Before a job placement can be made a job coach must do a number of things to enhance job and worker compatibility and set the stage for job-site training. Although many of the preliminary tasks are done simultaneously, the pre-placement activities have been divided into two main categories for clarity. They are job development and consumer assessment.

Community Job Market Screening

The first activity that a job coach must pursue involves screening the community for potential jobs that are appropriate for an individual with developmental disabilities. A general screening should initially be conducted so that employers can later be contacted about specific job openings (Moon, Goodall, Barcus and Brooke, 1986).

During the community screening process a job coach may come across an appropriate job opening with an employer who is eager to hire and this, of course, should be pursued. However, the intent of the initial screening is to determine the general nature of the job market in the community prior to conducting a specific job search. A screening should be updated routinely every six to twelve months in order to stay abreast of new developments in the job market. The following guidelines are helpful in identifying jobs and employers in the community

(Barcus, Brooke, Inge, Moon, and Goodall, 1987; Kotler, P., 1975).

Guidelines for Community Job Market Screening

- Contact the local Chamber of Commerce for a listing of the major companies in the area.
- Contact the state employment commission or job service for current trends in job vacancies in the area.
- Screen newspaper classified ads for an indication of job openings which are appropriate for persons with developmental disabilities.
- Find out from vocational rehabilitation counselors, sheltered workshop staff, and the local Association for Retarded Citizens what jobs in the area have commonly been available to citizens with disabilities.
- Go directly to local employers to identify various types of jobs. Ask about problems with high employee turnover in certain departments or positions within a company.
- Write down all job requirements such as experience or education needed, driver's license necessary, etc.
- During this phase of job development, focus on seeking information about appropriate jobs in the community. Later contact employers for the specific purpose of locating job openings.
- Always be clear about who you are and why you are interested in obtaining information from an employer organization.

Once the community screening process is complete, the next step is time to contact employers for specific job openings. In some cases (e.g., with school age consumers) there may be interest in locating employers who are willing to allow students

with disabilities to use their place of employment as a competitive work training site. It is important to conduct a thorough community screening in order to make sure that the training site chosen reflects what is available in the community. Then contact appropriate employers to negotiate for the establishment of a training site at their company. (Bluhum, 1977)

In either competitive job placement or competitive work training, - be clear and specific about the goals before talking to a particular employer or eliciting information from a company.

Specific Employer Contact

After a general screening of jobs in the community, the job coach should begin contacting employers about specific job openings. A rule of thumb when searching for appropriate jobs is to first contact employers who have an existing job opening, such as those in the classified ads. If none of those contacts are successful, then begin contacting employers in the job areas identified in the screening process. For example, if food service is a major local industry, begin contacting restaurants and cafeterias. At the same time, seek to increase visibility in the community by making presentations about the program to civic and social organizations, local Chambers of Commerce, civic clubs, as well as conducting marketing activities such as

mailings and public service radio and television announcements (Cohen, 1963; Dennis, Elbert, & Mueller, 1986; and Wolfe, 1961).

Guidelines for Employer Contacts

- Approach employers in a friendly, positive way. Show interest in helping the employer as well as the prospective worker. Enthusiasm is a powerful persuader.
- Visit the employer at a convenient time. Offer to come back later if the employer is very busy.
- When visiting a business dress in an appropriate manner for that type of business.
- Use terms that will be of interest to the employer when describing the program and the potential employees.
- Explain the role of a job coach and his/her presence on the job site to train the worker and insure task completion and quality.
- Encourage the employer to ask questions and be prepared to give functional, work-related information about persons who have developmental disabilities. Talk about the successful job retention and performance of workers who have developmental disabilities and emphasize the positive characteristics of these workers. If other workers have been placed in the vicinity, ask for permission to use the supervisors as references during employer contacts.
- Tell the employer about the financial incentives to hiring a worker who has a disability.
- Ask for specific information about any job openings and record all information.
- Arrange to observe the work area to be able to analyze the job duties and skills required.

Telephone contact. The first step is to call a company

and ask to speak to the appropriate person about a job opening. If there is a job opening, gather some specifics about the job such as job duties, education and skill requirements, hours, location, transportation needs, wages, and benefits. This preliminary information will allow for the screening of the job for its appropriateness for a worker with developmental disabilities. If the job seems suitable, tell the employer briefly about the program and express your interest in the available job.

If the employer indicates an interest in the program, ask to set up an appointment to meet with the employer to explain the training program more fully and to analyze job requirements. The information from this contact with the employer, whether positive or negative, should be logged for future reference. It is extremely important to keep a current job bank of employer information in the case of recontact (due to high turnover of managers, job duties change, positions which are added, etc.).

Initial visit to the employer. The next step is to visit the employer. At this time conduct an in-depth interview of the employer and observe and record the sequence of job duties in order to know what kind of routine will be followed and how much movement between work areas is

required. Important points to be covered during the employer interview are as follows:

First, describe the work capabilities of individuals who have developmental disabilities and the advantages of employing such workers.

Next, explain the job coach's role in training the worker on the job site to insure that work is always done to company standards. Emphasize that the coach remains available to follow-up services in the event that the worker has problems on the job.

Finally, arrange to observe someone performing the same or similar duties as that of the targeted position and complete an environmental analysis which will be described later in this section.

Problems which are frequently encountered during employer contacts are listed in this section, along with suggested responses for the job coach (Shafer, Hill, Seyfarth, and Wehman, 1987).

Employer Contact Problems

Problem: During initial contact, employer is reluctant to meet with job coach.

Response: Send or leave program information with employer; follow-up with phone contact at a later time. As a general rule, after two direct contacts (written

and/or telephone), it is best to leave the employer with the option to respond.

Problem: Employer holds stereotypical view of the characteristics and abilities of persons with developmental disabilities.

Response: Provide examples of jobs which workers with developmental disabilities perform successfully and describe the varying personalities of the workers (e.g., alleviate unspoken fears about how to communicate with a worker who has a disability, the possibility of violent or bizarre sexual behavior, occurrence of seizures, etc.). Reassure the employer of the long-term support of the program staff.

Problem: Employer does not view persons with developmental disabilities as a feasible source of labor.

Response: Provide factual information about the successful employment of workers with developmental disabilities which relates specifically to the employer's business (e.g., the administrator of a nursing home may be interested in the fact that someone works in the housekeeping department of a local hospital). Financial incentives may sway the employer to try a worker with a disability on a "trial" basis.

Problem: Employer has unrealistic expectations concerning workers with disabilities.

Response: Provide concrete examples of what can realistically be expected from an employee with a disability (e.g., a person may be able to unload stock from a truck, but even after many months on the job he may not be able to drive a forklift or fill out inventory forms). Explain the individuality of each person's disability - one worker may need a very structured routine on a permanent basis, while another may be able to adapt to minor changes in routine.

Problem: Employer appears interested but vacillates in regard to setting up a job interview or specifying

a work start date.

Response: Given the investment of time that has been made up to this point, the job coach must determine whether the employer is genuinely interested or if an attempt is being made to avoid further involvement.

Problem: Employer provides a vague description of duties or changes job duties before the starting date of employment.

Response: A thorough description and analysis of job duties should be obtained prior to the job interview. The job coach should also observe the job duties being performed prior to placement. If an agreement cannot be reached in terms of the worker's capabilities and the requirements of the job, some alternatives are: 1) arrange for another worker to be interviewed; 2) if arrangements cannot be made to place a worker into a position at this time, assure the employer of your continued interest and maintain periodic contact (Barcus, Brooke, Inge, Moon, and Goodall, 1987).

The success of job development depends a great deal upon the nurturing of company contacts that have been established during specific employer contacts. Therefore, the job coach must be willing to commit a great deal of time and energy to this activity.

The information that is included in a job analysis is gathered in three ways: a) interviews with employer and coworkers; b) observation of the job; and c) a summary review of the information collected during a) and b). Job analysis information is used to determine which workers are

best suited for placement in an existing job opening or whether one of several job openings may be more appropriate for a particular consumer. The job analysis data that is gathered is crucial to the success of the job/worker compatibility analysis. This process, is done by looking carefully at both job information and consumer information (Moon, Goodall, Barcus, Brooke, 1986). The process will be discussed fully in the job placement section.

Observation of the Job Site

Environmental Analysis. After the job coach has obtained information concerning a specific job opening from an employer, he or she must attempt to observe someone performing that job in its various phases. The coach must record the major work areas in which various job tasks are performed, the primary job duties, critical vocational and nonvocational skills related to each duty, and time spent in each work area. Anecdotal notes such as co-workers' comments can also be recorded. This information is used to complete a job analysis and is also useful in designing behavioral assessments for consumers and in developing pre-employment training programs. The environmental analysis represents a job coach's first task analysis of the job.

Once this specific information has been obtained, it can be determined what kinds of general work skills are needed for the job such as strength, endurance, and communication skills. This more general information comprises a job analysis which will be used in matching potential workers to suitable jobs (Moon, Goodall, Barcus and Brooke, 1986).

Guidelines for Completing an Environmental Analysis

- Allow enough time to observe all the work areas in which job duties are performed. If it is impossible to complete the environmental analysis during the initial visit to the employer, arrange to return at another time.
- Write down in sequence all the employee's work activities. This observation should comprise an initial task analysis of the job. Note approximate times spent in each work area and movement from one work area to another.
- Be sure to record any work-related interactions between employees. It is important to know whether or not the worker needs to verbally communicate during job performance.
- If possible, ask the employer to review the environmental analysis for feedback. Then it can be determined if any parts of the job could be modified.
- Do not interrupt the work flow, but if the employer approves, ask coworkers briefly about aspects of the job.

Instructions for Conducting A Job Analysis

The job coach should be familiar with all factors

(e.g., schedule, travel, location, strength, etc.) of the job and keep these in mind while conducting the employer interview and job site observation. These factors will guide the job coach to systematically gather information during the interview and observation activities.

Indicate whether each factor is important (I) or not important (NI) to this particular job. Check all the job duties that are required in the position. Finally, make any additional comments that are important about the job (Barcus, Brooke, Inge, Moon, and Goodall, 1987).

Guidelines for Job Analysis

- Do not substitute the more general form of job analysis for an environmental analysis. The specific information on vocational skills and sequence of job duties which is collected during the environmental analysis is necessary.
- Complete the job analysis after the visit to the job site to combine the information gained from the employer, coworkers, and personal observations.
- Do not use the job analysis alone to "screen someone out of a job". The job analysis indicates what skills are ultimately needed not what skills are prerequisite to getting the job.
- The job analysis is a "first impression" of job requirements. A more thorough task analysis will occur once job training has begun.

Summary: Job Placement

There are a number of things that job coaches can do to enhance jobs and worker compatibility and set the stage for job training. Although many of the preliminary tasks are done simultaneously, the following sequence of events may facilitate the initial phase of job development (Barcus, Brooke, Inge, Moon, and Goodall, 1987).

Summary - Job Development
Sequence of Events

1. Community Job Market Screening

2. Specific Employer Contact
   - Telephone/Letter Contact
   - Initial Visit to Employer

3. Observation of the Job Site
   - Environmental Analysis
   - Job Analysis

Chapter IV.

Consumer Assessment

While surveying the community for potential jobs, the agency should at the same time be establishing a pool of potential workers to fill job openings as they become available. The processes of Job Development and Consumer Assessment, assessment of the consumer's level of social, personal care, and community survival skills, as well as family support, transportation availability, and willingness to work is essential.

The major modes of consumer assessment that are useful to a job coach include:

a. interviews and informal observations with consumers, primary caregivers, and current or past work or school supervisors;

b. the interpretation of formal educational, vocational, social, psychological, and medical evaluation;

c. behavioral assessment in the real work setting of a consumer's abilities through observational and task analytic assessment of skills identified in the environmental analysis.

Consumer assessment information, both formal and informal, provides the job coach with an overall view of the consumer in regard to placement into competitive employment (Moon, Goodall, and Wehman, 1985).

Referral of Consumers to the Agency

It is important to establish a systematic method of referral of consumers to the job training program. There are several steps which can be taken in order to accomplish this. First, advertise the services to service provision

agencies (e.g. Education agencies, Rehabilitation agencies, Parent and Advocacy groups) and other sources in the community pool of potential job candidates. Second, describe the services clearly to receive appropriate referrals (e.g., persons who have developmental disabilities). Third, gather all pertinent information at the outset for efficiency. It is particularly important to know what other agencies are involved with a consumer in order to coordinate with them for funding and case management purposes. Finally, obtain the legal authorization for release of information from the consumer in order that access to all records and past evaluations is available (Barcus, Everson, and Hall, 1987).

Program Information

Information about the program can be used to advertise its services in the community. Advertising helps maintain an active worker pool by stimulating referrals to the program. In addition, advertising will alert businesses in the area to the advantages of utilizing such services to fill their job openings.

The format for this information can range from expensive brochures or pamphlets, to a typewritten description, to business cards. If the budget allows,

prepare the information separately for each targeted group (i.e., agencies, businesses, consumers and their families) otherwise, use a format that has a broad appeal to all groups. It is most important to describe the program and the services provided in a way that is clearly understood.

Referral and Placement Policies

The referral process should acquire all of the information needed to determine an individual's eligibility for the program. This form is sent to agencies and other sources of referral to guide them in making appropriate referrals to the program.

Such a form is sent to the referral source to acknowledge that a referral has been received and to clarify the referral policy. These forms are usually mailed along with an Authorization for Release of Information so that pertinent records and evaluations of the consumer can be obtained (Moon, Goodall, Barcus, Brooke, 1986).

Information to be Gained from Worker Assessment

In terms of specific job skills, the job coach should observe a consumer's ability to perform the job tasks as per the environmental analysis of the job site. This may be done at a real job/training site or in a simulated setting. A simulated setting will not produce a very accurate picture

of performance, but will provide a general idea of an individual's performance abilities. (Smith, 1990).

Review of Records

The referral process involves securing pertinent information from the referral source. This may include formal vocational and educational assessments, medical and psychological reports, past work history (competitive and/or training), and social/environmental factors.

Factors such as IQ score and workshop production rates should not heavily influence acceptance or rejection into a program since there is no proven correlation between these and success in a competitive job (Wehman and Moon, 1988).

Look for an indication of the consumer's general work characteristics such as how well he or she reacts to supervision, motivation to attempt new tasks, level of family support, and response to prompts for task completion. Determine if the person exhibits any behaviors which will pose a problem on a job site (e.g., the worker is verbally/physically assaultive or has extremely poor hygiene). Such behaviors must first be modified in order to increase the likelihood of success in a competitive position, but do not imply exclusion of individuals engaging in these behaviors from competititve employment (Smith,

1990).

Review the consumer's current records and reports of present behavior and functioning. Combine the information gleaned from the records with a personal interview with the individual to arrive at a clear picture of the person being referred (Moon, Goodall, Barcus, Brooke, 1986).

Interviews and Informal Observations

A personal interview with an individual who has a mild disability and who possesses good communication skills will provide relevant information about willingness to work, personal care skills, communication capabilities, vocational goals, and transportation needs. For the person experiencing a more severe disability, this information may have to be provided by other sources (Wehman and Kregel, 1985).

Meeting with parents or guardians is an important part of the total worker assessment. Parental support is a crucial factor in the success or failure of the consumer's employment. The interview before job placement is the time to discuss parental concerns and fears about competitive employment (Will, 1984). It is also the appropriate time to talk to the parents about the changes in financial benefits that will occur about job placement. The job coach should

confirm that the consequences of SSI reductions are clearly understood by the family. Facts and reassurance should be offered and family hesitancy about competitive employment must be addressed before placement (Smith, 1990).

Effects of Employment on Supplemental Security Income (SSI)

Question: What must be done regarding SSI when a person with a disability is employed?

Answer: The local Social Security office must be notified immediately regarding this change in employment status. The easiest way of accomplishing this is to obtain a statement from the employer describing the new employee's hours of work per week and the rate of pay per week. The statement must be taken or mailed to any local Social Security office so that the benefits can be reexamined in view of this information. Reporting to Social Security should not be delayed for employers statement. A prompt report to Social Security will prevent an overpayment because of work. The report to Social Security may also be made by telephone.

Question: What is Section 1619 (a) & (b)?

Answer: The Social Security Disability Amendments of 1980 (P.L. 96-265) included a provision entitled Section 1619 which allows certain SSI recipients to retain SSI benefits and Medicaid eligibility while earning above $500 per month. The purpose of Section 1619 is to see whether continuation of cash payment and/or Medicaid will be an incentive to work. Further, the purpose is to assist SSI recipients with returning to work by easing the transition between being on disability payments and Medicaid and being self-supporting. Section (a) provides cash benefits, to SSI recipients engaged in "substantial gainful activity" if they continue to meet disability, income and resource requirements. Section (b) provides Medicaid

coverage for SSI recipients under age 65 who are disabled and blind if earnings are too high to receive SSI cash payments. Continuing Medicaid eligibility requirements include 1) having a disabiling condition, 2) needing Medicaid in order to work, 3) meeting all non-disability related requirements for SSI other than earnings; 4) being unable to afford similar medical care or publicly funded personal or attendant care. Check with the local Social Security office for specific information on Section 1619 (a) and (b).

Question: Will the person who is disabled lose all SSI benefits due to employment?

Answer: SSI benefits are reduced according to a person's income. Persons who are disabled can earn income without losing all benefits. Sixty-five dollars in earnings per month are allowed before any reduction. An additional $20 per month of earnings can be excluded if there is no other type income. After subtracting the applicable $65 or $85 exclusion, one-half of the remaining amount of earnings is disregarded in figuring the SSI payment amount. When the Social Security office receives the statement from the employer regarding earnings, a reviewer will figure the necessary reductions to the current SSI payment. (Applies to SSDI not SSI.)

Question: How does employment affect Medicaid?

Answer: Medicaid benefits under Section 1619(b) can continue even if a person's earnings are too high to receive an SSI check. To qualify under this provision a person must continue to be disabled or blind and under age 65; be unable to afford benefits equal to the SSI and Medicaid coverage; and publicly funded attendant care the person would be eligible for if not working; and meet all nondisability requirements for an SSI payment other than earnings. However, a good medical insurance plan gained through employment provides

equal or better medical coverage for the working individual.

(Personal correspondence with Mary Sissom, September, 1990)

Interviews with teachers and/or past work supervisors provide other valuable data such as endurance and strength, work habits, ability to follow directions, and the level of reinforcement and assistance needed to perform work tasks. Ask about the consumer's behavioral attributes, positive and negative, which may affect his or her performance in a job. The more information sources incorporated, the more reliable the assessment information will be.

Finally, observe the consumer in a structured or simulated situation such as a school, day activity, or work program or completing household chores in order to observe such things as endurance, strength, ambulation, communication, and task sequencing (Moon, Goodall, Barcus, Brooke, 1986).

Behavioral Assessment

Whenever possible pre-employment training and observation should occur in a real work setting, preferably at community approved pre-employment training site. Pre-employment training is especially suitable for school

programs who have the time, personnel, and support to do so. Employers sometimes agree to establish sites for assessment and training purposes after they have seen the success of the supported work training program (Pumpian, Baumgart, Shiraga, Ford, Nisbet, Loomis, and Brown, 1980).

It is noted, however, that assessment or training on an actual job site is not a mandatory prerequisite to placement if information gathered from interviews, informal observations, and records review are sufficient. If real work sites are not available, try to use environments that are set up to look and function like a real job setting. The environmental analysis information can be utilized to simulate work sites (McCarthy, Everson, Wood, Inge, and Barcus, 1985).

Task analytic assessment. One of the best ways to find out the specific job skills a consumer possesses is through task analytic assessment. A task analysis involves breaking down each job duty into its component steps. The job duties chosen are those that have been identified during the environmental analysis sequence of job duties discussed earlier. The following is one example of task analyses of job duties in food service positions (Brown, Ford, Nisbet, Shiraga, VanDeventer, Sweet, and Loomis, 1983; Gold, 1976).

Task Analyses of Jobs

Operating Dish Machine

1. Remove glasses from buspan.
2. Pour any remaining liquid into sink.
3. Put glasses in glass rack.
4. Repeat steps 1 through 3 for coffee cups.
5. Throw away paper from buspan into trash can.
6. Remove a plate (or saucer or bowl) from buspan.
7. Scrape off large particles of food with fork into trash can.
8. Put plate (or saucer or bowl) in dish rack.
9. Continue emptying buspans until racks are full.
10. Remove silverware from buspan and place in soaking solution.
11. Turn on water to sprayer.
12. Spray glasses, cups, and plates in racks.
13. Turn on dish machine.
14. Put racks through dish machine.
15. Empty racks as they come out of dish machine and put dishes and glasses into appropriate places.
16. Separate silverware and put into racks.
17. Spray silverware.
18. Put silverware rack through dish machine.

19. Empty rack as it comes out and put silverware in appropriate place.

The task analytic approach can be used to assess a consumer's job performance independence. Each step of the task analysis is placed on a data sheet. A (+) is recorded when the worker independently and correctly performs a step, and a (-) is recorded when the worker does not perform the step independently within a specified time interval. During this process, reinforcement or assistance is not given. The critical element of this type of assessment is to provide the worker the opportunity to perform each step of the activity. Without instruction the job coach arranges the environment so that the worker is cued to respond by performing the next step in the sequence. The worker is then asked to perform the next step and so on until the worker has been assessed on all steps in the sequence (Moon, Goodall, Barcus, and Brooke, 1986; Smith, 1990).

The second way to use a task analytic assessment is to provide varying levels of prompts at each step in the task analysis, so as to determine the type and amount of training an individual may initially need to perform certain jobs. The "least intrusive" method is guiding a worker through job task completion. This method gives the worker a chance to

perform each step independently before being provided a verbal, modeling, or physical prompt. It is also appropriate to use this method of assessment during pre-employment training because it is possible to closely monitor a worker's progress towards independence (Smith, 1990). To use this prompting method, follow this sequence:

1. Give instructional cue.
2. Wait 2-3 seconds for self-initiation of step 1 in task analysis.
3. If correct, proceed to Step 2 in task analysis.
4. If incorrect or no response, provide a verbal prompt specific to Step 1 in task analysis.
5. If correct, reinforce and move to step 2.
6. If incorrect, repeat verbal prompt and simultaneously model the response.
7. If correct, reinforce and move to Step 2.
8. If incorrect, repeat verbal prompt and physically guide client through response.
9. Reinforce and move to Step 2.
10. Repeat procedure for each step in task analysis until activity is completed.

A data sheet should be used for both of the above approaches to task analytic assessment (Moon, Goodall, Barcus, and Brooke, 1986; Smith, 1990).

Production Rate Recording

It is always helpful to know how fast a worker can

perform major job duties in relation to competitive standards. This type of an assessment can only be done at a real job site, using that particular company's production standards as the basis for measurement.

Summarizing Assessment Data

Summarize the results of the consumer assessment including behavioral assessment information and informal observations, interviews, and record reviews. Keep all results such as data sheets and anecdotal notes with the summary for future reference.

Summary of Consumer Assessment

Consumer assessment information obtained both formally and informally provides the job coach with a view of the consumer's abilities and needs with respect to placement into competitive employment (Moon, Goodall, Barcus, and Brooke, 1986).

TABLE SUMMARY - CONSUMER ASSESSMENT

Sequence of Events

1. Advertise Program and Create Awareness
2. Receive Referrals
3. Acknowledge referral receipt promptly
4. Obtain Permission for Release of Information and Insure Confidentiality

5. Review Records, Interview Consumer and Others

6. Informally Observe to Explore Needs

7. Complete Behavioral Assessment

8. Complete the Consumer Employment Screening (information from review of records, interviews, information observation, and behavioral assessment)

9. Inform Consumer, family, and referral source of results of consumer screening. Include specific objectives to enhance competitive work potential of the consumer.

10. Update Consumer Screening every three to six months if consumer remains on waiting list.

Chapter V.

Job Placement

A careful matching of job requirements to worker abilities can reduce the number of inappropriate placements. With the intensive on-site job training and follow-along services provided in the supported work model an emphasis is placed on alleviating obstacles to employment and training specific work tasks on the job-site.

This involves evaluating job analysis data and consumer assessment information to determine who in the referral pool appears most suitable for a particular job opening. These individuals are identified through a preliminary screening in which the essential aspects of the job are checked against the needs of each consumer. Furthermore, determining transportation and the level of family support will help identify potential candidates. A more detailed analysis of consumer factors and job characteristics, and the job/worker compatibility analysis, will help to further identify the best candidates for a particular job.

Once a consumer has been chosen, the job coach must be prepared to introduce the individual to the employer in a job interview or informal job site visit. After this, job

training should begin. With the intensive on-site job training and follow-along services provided in the supported work model, individuals with developmental disabilities do not have to be job ready in the usual sense in order to be placed on a job. An emphasis is placed on alleviating obstacles to employment on training specific work tasks on the job-site after the individual is hired.

Key Factors that Affect Job Placement

Accessibility to the Job

Can the consumer get to the job? All forms of transportation that are available to the individual must be considered. In urban areas, use of the public bus system is the most common method if the person lives near a bus line. Other alternatives for transportation include: (1) arranging transportation to a bus line; (2) arranging car pools with coworkers or persons working near the job site (such as neighbors or relatives); (3) teaching the individual to ride a bicycle to work; (4) teaching the individual to walk to work when the job site is close to home; (5) arranging for public or company transportation for workers who are disabled; (6) having the person take a taxi to and from work; and (7) having a family member take the

worker to and from work (Moon, Goodall, Barcus, Brooke, 1986).

Consumer Motivation

Is the consumer interested in the position? For those consumers who have had varied work experience or work/study programs, this question is easy to answer. In the case of individuals who have had little or no real work experience, the job coach must assess the motivation of the person to work in general (some individuals do not want any job at all). This is accomplished through informal discussions with the consumer and family or group home counselors. Such things as a person's preference for duties around the house (e.g., washing dishes versus sweeping), will help in discovering a consumer's interest in certain types of work. It can be important to determine the consumer's personal future and provide an array of choices.

When an individual expresses reluctance to perform a certain job duty, such as operating a dish machine, respect this expression. No one should be pressured to take a job, in hopes that the individual will grow to like it. There are many demands and stresses during the initial phase of job training and a positive attitude on the part of the worker can be a crucial factor for success. Although an

individual might not be "ready" for placement at the moment, future placement may be considered (Wehman, and Moon, 1988; Smith, 1990).

Family Support

Is there parent/guardian support for the job placement? A strong support network is critical to the consumer's success or failure on the job. Nonsupportive or uncooperative parents, guardians, or group home counselors make it difficult for the individual to maintain satisfactory employment. It is also important that parents or guardians understand the impact that employment will have on SSI and Medicaid benefits. It is often helpful when parents of recently employed consumers can be put in contact with families whose members are currently successful in competitive employment (Arnold, 1987).

Physical Ability

Is the individual physically able to meet the demands of the job? The consumer's physical abilities and work endurance must be evaluated in regard to the specific requirements of the available job.

When determining someone's physical abilities, consider the possibility of modifying the job. If one task out of an entire routine prevents the individual from meeting the job

requirements, consider whether that task could be traded with a co-worker for a task that the new employee is able to perform. Remember also that work stamina increases over a period of time. Most consumers, barring any medical complications, are capable of performing more strenuous types of work than they are currently doing. (Moon, Goodall, Barcus, and Brooke, 1986).

Social Behavior and Daily Living Skills

Is the consumer's present social behavior satisfactory for this position? Depending upon the amount of contact with the public and with fellow workers, the degree of social skill refinement needed will vary. Communication skills, level of social interactions, and personal appearance of a worker should be closely assessed in regard to the specific job (Smith, 1990).

The presence of maladaptive behavior such as verbal abuse or stereotypic or self-injurious behaviors has caused many consumers to lose their job. Thus, an awareness of any inappropriate behavior, including frequency, duration, and conditions under which the behavior occurs, is necessary in order for the job trainer to make an informed job match (Smith, 1990).

It is important to note that individuals entering into

the supported employment workplace may encounter novel situations (both social and occupational) and a period of adjustment may be expected.

Job/Worker Compatibility Analysis

The job/worker compatibility analysis is the more detailed process of exploring the feasibility of placement of potential workers into a particular job. Specifically, the process involves comparing assessment data on each candidate to the job analysis data for the available position. This leads to the identification of the probable training needs of each consumer who is being considered and can result in a profile of the potential of each one for placement into a job (Moon, Goodall, Barcus, and Brooke, 1986).

This process should not be construed simply as a matching process, but rather be considered as a means of targeting the major assets and liabilities of an individual in regard to an existing job opening. The job/worker compatibility analysis will generally identify more than one potential candidate for placement into the position. The process is repeated for every competitive placement that becomes available.

The job/worker compatibility analysis is helpful when working with individuals who have moderate or mild disabilities because it allows for an objective means of identifying, from a pool of nearly equally competent consumers, those who are most suitable for placement into the available position. However, in the case of individuals with severe disabilities, it is necessary to use a specialized approach to placement which involves assessing the consumer, then locating a specific job with that individual in mind. Thus, the job/worker compatibility analysis may be helpful when there are a number of consumers with mild or moderate disabilities who seem appropriate for a job, but this process is not essential to the implementation of the supported work model of competitive employment!

The consumer(s) with the highest number of factors which are marked as critical to the position can be considered the top candidate(s) for the job. The results of the job/worker compatibility analysis determine which consumers are appropriate to interview for the position. If two or three individuals appear equally suitable, there is almost always a factor which tips the decision toward the selection of one consumer over another (e.g., one consumer's

family is more enthusiastic about employment than others, or a consumer lives closer to the job site, or a consumer has more experience related to the job). In addition, do not overlook intuitive feelings as to which individual may be the best match for the job opening. It is often said that there is art, as well as science, in the process of job placement (Moon, Goodall, Barcus, and Brooke, 1988).

Job Interview

Once the job coach has chosen a candidate for the job, arrangements are made for the employer to interview the consumer from a pool of applicants. Schedule the interview at a time convenient to the employer so that he or she will be comfortable and attentive during the interview (and thus, more open to hiring the consumer).

It is the responsibility of the job coach to notify - well in advance - the consumer, the consumer's family or group home, and any relevant agency personnel of the date and time of the interview, possibly alleviating any problems encountered in scheduling the interview (Wehman and Kregel, 1985).

When speaking to the consumer and the consumer's family or group home counselor, the job coach should review appropriate dress and behavior for the job interview, as

well as discuss transportation to and from the interview. It is recommended that the job coach transport the consumer to and from the interview in order to avoid the possibility of confusion as to the time or place of the interview.

The job coach should become familiar with the consumer's work history and background (this would include secondary work/study experience, as well as workshop tasks) so that an application can be filled out thoroughly. Having a copy of the relevant information will insure that the facts are correct and that nothing is overlooked.

During the interview, the job coach must be attuned to the interaction between the consumer and the employer. It is advantageous for the job coach to take an active role during the interview, particularly if the employer appears uncomfortable and unsure. It is essential that the job coach know the candidate's strengths (e.g., perfect workshop attendance for two years, responds well to supervisor, willing to work nights and weekends, etc.) and focus the employer on them. On the other hand, it is not necessary to emphasize weaknesses (as perceived by an employer) that do not affect work performance (Cohen, 1963).

The job coach should be sensitive to the interviewee's ability or inability to respond effectively to the employer

and to field those questions which may be problematic for the consumer. Often, an employer who is uneasy will attempt to direct all interactions toward the job coach. This can be prevented by turning to the candidate and saying something like this: "Tom, why don't you tell Mr. Smith what you did in your last job?" This allows an exchange between candidate and employer, which may be an important influence on whether or not the employer hires the candidate (Combs and Omvig, 1986).

Discuss pay rate, hours, benefits, etc. for the consumer's information even if these facts have already been gathered during the job analysis/employer interview process. Sometimes schedules and/or job duties will have been changed and it is important to find this out before the individual starts work (Moon, Goodall, Barcus, and Brooke, 1986).

Although the job coach has presented the advantages of the program (such as on-site job training) during the initial employer contact, it is helpful to reiterate these points during the job interview. An employer who has never worked with a person with a developmental disability may be fearful. The knowledge that a staff person will be present during the initial training phase and for long-term follow-along is very reassuring (Wehman and Moon, 1988).

Assuming that the interview has gone well and the job/worker match is appropriate, the job coach should negotiate for a work start date. An employer who feels good about the applicant may take the lead and set a starting date without hesitation. However, an employer who hedges a bit or is uncertain may need some gentle persuasion to try the person in the position. In this case, it is effective to say something positive such as, "If you'd like to try Tom in the position - and I think he'd do a good job for you as a dishwasher - when were you thinking of having him start?" (Note that the words "try" and "having him start, " are less threatening to the employer than the word "hire.")

If a job match has been made, the consumer's family or group home, as well as any relevant agency personnel (e.g., workshop staff), should be notified immediately so that arrangements can be made for the fist day of work (transportation arranged, work clothes purchased, etc.) (Moon, Goodall, Barcus, and Brooke, 1988).

Job Interview Guidelines

Before the interview:

- Inform the consumer, the consumer's family or group home, and relevant agency personnel of the date and time of the interview. DO THIS AS SOON AS POSSIBLE!

- Emphasize that the consumer should be appropriately dressed for the interview - clean and neat.

- Train the consumer in job interview skills.

- Review appropriate behavior (e.g., handshake and posture) and questions which the consumer can respond to during the interview, such as "Have you ever worked in a restaurant before?" and "How will you get to work?"

- Arrange to transport the consumer so that there will be no mix-up in the time or place of the interview.

- Bring consumer information to the interview so that an application can be readily and correctly filled out.

<u>During the interview:</u>

- Take an active role during the job interview by:

  - being aware of the interviewee's ability to respond during the interview and direct appropriate questions to the individual;

  - fielding questions which may be difficult for the interviewee to answer effectively;

  - knowing the consumer's strengths and focusing the employer's attention on them.

- Discuss pay rate, hours, benefits, etc. for the candidates's information (even if this information has already been gathered during the job analysis).

- Negotiate for a work start date if the interview has gone well.

<u>After the interview:</u>

- Enthusiasticly congratulate the new employee!

- Notify the worker's family or group home and relevant agency personnel so that arrangements can be made for the first day of work (e.g., transportation confirmed, work clothes purchased, work completed, etc.).

. Respect the consumer's right to change jobs.
(Moon, Goodall, Barcus, and Brooke, 1988).

Chapter VI.

Job Site Training

In the supported work approach to job training, a job coach is available to be on the job site on a full-time basis for as long as necessary. The job coach is responsible for teaching job skills, and for advocating on behalf of the worker. For at least the first two weeks after a worker has been placed on a job, the coach is likely to be at the job site six to eight hours a day. It may take even more time each day to work on related skills such as learning to ride the bus to and from work (Belamy, Horner, and Inman, 1979).

Job site training involves direct instruction of job tasks and related behavioral skills such as transportation use, communication, on-task behavior, and appropriate use of meal and break times (Moon, Goodall, Barcus, and Brooke, 1986). The period of direct instruction can vary from several weeks to several months depending on the skill level of the worker and complexity of the job. The phases of direct instruction can be categorized as job orientation and assessment, skill training and acquisition, and stabilization. Job site training also involves advocacy in the work environment. Although advocacy begins with

consumer assessment and continues as long as a consumer holds a job, a great deal of formalized advocacy work will occur during job site training (Belamy, Rhodes, and Albin, 1986).

Orientation and Assessment For the Job

During this initial phase of job training, which generally lasts two to four weeks, the job coach must be prepared to stay on the job with the worker for the entire work day. The job coach not only provides skill training to the worker, but also insures that all job duties are performed to company standards. Remember that part of the original appeal to the employer was that the job would be completed and done correctly even from the start! Several of the things that must be completed during the orientation/assessment phase include completing a detailed job/task analysis and determining training strategies for the worker. Also, transportation training and advocacy intervention must begin immediately (Connis, Sowers, and Thompson, 1978).

Job/Task Analysis. A task analytic approach is used for identifying and sequencing job duties, establishing a work routine, and designing appropriate training methods. This kind of detailed analysis, based on original visits to

the job site, observation of work performance during the first days on the job site and observation of work performance during the first days on the job, includes a sequential list of duties and their component tasks, approximate times for beginning and ending each job duty, machinery and tools used, communication required, and special training techniques. This information should be recorded on a form. The employer should be provided with a copy of the job/task analysis and asked for his input and final approval (Gold, 1976; Brown, Nietupski, and Hamre-Nietupski, 1976).

Performing Job Duties. While determining specific training strategies the job coach must also ensure that the job gets done. The following guidelines are helpful in getting through the first few days on the job site:

1). Keep in mind that the first two weeks are the hardest! The job coach will often have to take over fifty percent or more of the actual workload, gradually increasing the trainee's responsibility for completion of job duties as dictated by performance on the job and skill level.

2). Assign one or two specific job tasks to provide intensive skill training to the worker, while also coordinating the overall completion of the work.

3). the job coach must concentrate the first day or two on learning to perform the job and organizing a routine.

4). Inquire about short cuts and tricks of the trade from coworkers, but make sure the job is done correctly and "by the rules".

5). Do not try to record the job analysis during the scheduled hours of the job. Do your paper work after hours.

(Moon, Goodall, Barcus, and Brooke, 1986).

Initial Training and Skill Acquisition

Once a job/task analysis has been completed and the job coach is comfortable with the daily work routine, systematic instruction of job skills to the worker should begin. This phase of behavioral training is based on establishing the following procedures:

1). Determine effective reinforcers, preferably using only naturally occurring ones such as social praise. Use as sparingly as possible since few reinforcers will be available after the coach has faded from the workplace.

2). Assess and track independent performance and work rate through task analysis.

3). Choose prompting techniques that allow the worker to learn the job correctly from the beginning.

4). Increase the rate of work once the quality of work is acceptable by company standards.

5). Fade the instruction slowly so that the worker gradually begins to perform the job independently.

Providing Reinforcement on the Job

Motivation is unique to each individual. What is

reinforcing to one individual is not necessarily reinforcing to another. When providing job site training the best reinforcers are those that naturally occur in work environments (i.e., pay check, paid vacation, and supervisor/coworker praise) (Smith, 1990). In some cases, however, this will not be rewarding enough initially and a job coach will find it necessary to identify artificial reinforcers to help the trainee improve one or more aspects of work performance.

It is necessary to determine what types of reinforcers are useful during initial training. Answers to the questions concerning reinforcement can be gathered from interviews with the individual, structured observations involving reinforcer sampling techniques, and interviews with family members and professionals who have worked with the person. The important point in providing reinforcement on a job site is to build in a structure for fading the reinforcement before the job trainer fades from the job site (Kiernan, 1986).

One effective reinforcement procedure involves using coworkers to praise the trainee's work performance. This is particularly useful since this type of social reinforcement occuring naturally in the work environment and can continue

after the job coach has stopped providing daily training. Coworkers should be shown how to praise work performance only when it is correct, to do it immediately after the task is completed, and to label or tell why praise is being given (e.g., "Tom, nice job of scraping all the plates!") (Pumpian, Lewis and Engel, 1986).

The second type of data which can be collected between probes indicates the kinds of prompts which are being provided to the worker during the completion of tasks. The same task analytic recording sheet used for probe data collection is used for recording this prompt data. In this case, the job coach records a symbol representing either independent performance of a step or the provision of a verbal, modeling (gestural or model), or physical prompt (Pumpian, West, and Sheppard, 1988; Snell, 1983). Keeping track of the number and type of prompts that are provided to the trainee on a specific task over a period of time allows the job coach to determine whether or not to start gradually moving further away from the worker during training to reduce dependency on the job coach's physical proximity.

Direction for Collecting Prompt Data

1. Have worker move to appropriate work area unless movement is part of the task analysis.

2. Stand behind or beside worker so that prompts can be provided when necessary.

3. Provide consumer with verbal cue to begin task.

4. Wait three to five seconds for self-initiation of step one.

5. If correct, record (+) and proceed to step two.

6. If no response is given provide verbal prompts specific to step.

7. If correct, record (V) by step, and proceed to step two.

8. If no response is given after verbal prompt, provide model or (gestural) prompt specific to step one, with same verbal prompts.

9. If correct response is given, record (M) by step and proceed to step two.

10. If no response is given after a model prompt, provide a physical prompt to complete the step.

11. Record a (P) by the step and proceed to step two.

12. Repeat this procedure for each step until the worker completes the entire task.

Even a small amount of data collection on the job site can be time consuming. It is recommended that the job coach concentrate on recording prompt data on only one or two tasks per day. Probe data can be collected on several job tasks since only one trial (a complete task analysis) has to be recorded on any given day (Doyle, Wolery, Ault, and Gast, 1988; Moon, Goodall, Barcus, and Brooke, 1986; Snell, 1983).

Prompting Correct Performance of Job Tasks

During initial training, it is important to guide the worker through the performance of job tasks so that he or she does not make unnecessary errors and learns to complete the job correctly from the beginning. One way to provide this guidance is to use the system of least intrusive prompts. This method, in which either a verbal, modeling, or physical prompt is provided on each sequential step of a task allows for completion of a task from beginning to end, regardless of the amount of assistance needed. The directions for using this procedure are provided below:

*1. Give instructional cue.

2. Wait 3-5 seconds for self-initiation of Step in Task analysis (TA).

3. If correct, proceed to Step 2 of TA.

4. If incorrect or no response, provide verbal prompt specific to Step 1 in TA.

5. If correct, reinforce and move to Step 2.

6. If incorrect, repeat verbal prompt and simultaneously model the response.

7. If correct, reinforce and move to Step 2.

8. If incorrect, repeat verbal prompt and physically guide student through response.

9. Reinforce and move to Step 2.

10. Repeat procedure for each step in TA until activity is completed.

* Do not reinforce on every step unless absolutely necessary to maintain performance. (Moon, Goodall, Barcus, Brooke, 1986).

If the system of least prompting is ineffective, the job coach may have to utilize a graduated guidance procedure (Smith, 1990; Snell, 1983). This system is often useful in working with individuals with severe mental retardation who demonstrate weak imitation skills. This technique involves providing maximum physical guidance initially on all steps of a TA to expose the worker to the new movements required by the task. Gradually, physical assistance is faded as the worker acquires portions of the task. The physical guidance is always paired with a verbal cue. The job coach may start with hand over hand assistance, decreasing to hand on wrist only, and finally to the coach's hand gently placed on the worker's elbow only. The physical guidance is systematically reduced until the individual performs the step independently. The major disadvantage of this process is that the worker may become dependent on prompts to initiate a task which makes fading from the job site more difficult for the job coach. Whatever method is used, it is essential to try to reduce assistance as soon as possible so that the trainee begins to work independently (Weyman and

Moon, 1988; Smith, 1990).

Improving Work Rate

Once the trainee has learned to perform a few job tasks correctly and independently, the job coach helps the worker increase the rate of work production up to company standards. The first step in increasing work rate is to establish a standard rate based on the performance of nondisabled co-workers. An average rate of production can then be determined from these observations.

Several methods can be used for improving work rate (Pumpian, West, and Sheppard, 1988). Some of these include: that in which worker has to work progressively faster in order to receive a particular reinforcer; using a timer to encourage speed (the worker strives to complete a job before the buzzer sounds); and having the trainee chart his or her work performance and with the job coach talk about improvement before and after a work period. Whatever method is chosen, the job coach must eventually remove all intrusive prompts such as timers and artificial reinforcers from the job site.

Work rate should be assessed throughout job site training and during follow-up visits once the coach has faded his or her presence from the job site. Regular rate

checks help to assure successful job performance and alert the job coach that a problem may be occurring (Smith, 1990).

Attention to Task

During job site training and the later follow-up period, it is important to monitor a worker's on-task behavior. Knowing that a trainee is attending to task allows the job coach to make decisions concerning fading from the job site. When a worker is having problems staying on-task this affects productivity as well as relationships with supervisors and coworkers (Smith, 1990).

If the worker is having difficulty staying on task, the job coach should set aside a short time period, such as five minutes, during which the worker is observed performing a particular job task. During this five minute period the job coach does not prompt or reinforce the worker in any way. Every ten seconds the job coach records whether the worker is on-task. At the end of the five minute observation period, the job coach determines the percentage of time the worker is on-task by dividing the number of (+)'s recorded by the total number of observations.

Determining Training Schedules

Even during the initial training/skill acquisition

phase, the job must be done to company standards. This means that the job coach not only trains the new employee, but also actually performs various job duties. One way of insuring that both employee training and job duties are done is to intensively train the person in one or two tasks, while other duties are completed primarily by the job coach. Of course, the worker should do as much as possible on all job tasks, but systematic instruction of all tasks cannot usually be accomplished during the first few days. The following list of guidelines will help the job coach during this critical period:

1. Initially, train only the first few job duties out of the entire sequence of duties. After a job duty is performed independently, as indicated by three probe trials, training can begin on another task.

2. Once a week, conduct probes on a task previously instructed to make sure that correct task performance is maintained.

3. Increase trainee's work rate if necessary as soon as a job task is performed independently. This prevents having to increase work rate on several tasks at the same time.

4. Check on-task/attending behaviors as soon as the worker is performing a task independently.

5. Even when systematic training of a certain task is not being conducted, the worker can still be involved in performing part or all of the task with the trainer.

(Moon, Goodall, Barcus, and Brooke, 1986).

Training Related Skills

During the initial training phase of job-site training, the job coach may have to train the worker in skills related to holding a job such as riding a city bus, using vending machines, depositing a pay check in the bank, and grooming. The training should occur in natural settings and will have to be done before and after regular work hours. In many cases, group home counselors or case managers can be called upon to provide or assist with this training.

A task analytic approach is suggested for training related skills; in fact, the same procedures used for training job tasks can be used (Moon, Goodall, Barcus, and Brooke, 1986; Smith, 1990).

Stabilization

The third and final phase of job-site training involves the gradual fading of the daily presence of the job coach as the worker performs each job duty independently.

The fading process takes several weeks, sometimes months, during which the job coach slowly and systematically fades from the job site. The criteria by which the job

coach determines whether or not to begin fading consists of the following data: on/off-task behavior, prompting assistance, work quality, and work rate. These data are recorded by the job coach on a regular basis during job-site training and provide the job coach with an objective measurement of the worker's job performance. (Refer to earlier sections on data collection for a more detailed discussion.)

As the data reflect the worker's increasing independence in performing job duties up to the standard, the job coach fades from the immediate work area for short periods of time.

Gradually, the job coach remains on-site only during that part of the work day during which job training assistance is necessary. When the worker is successfully completing all job duties, the job coach can fade from the job site for an entire day, checking at the end of the work day on the worker's first solo job performance (Weyman and Moon, 1988).

The worker's first day alone on the job site is a significant one and the job coach should clearly explain to the employer, coworkers, and the individual that he or she will not be on-site that day. The job coach should

emphasize where he or she can be contacted and that he or she will return immediately should a problem arise.

If the trainee continues to do well according to the supervisor and coworkers, and the data remain consistently positive, the job coach can begin to slowly reduce the number of days per week on the job site. The actual schedule of fading is generally determined by the following:

1) The worker's job performance. Fading can proceed smoothly as long as the worker continues to function well without the job coach. However, any negative change in the worker's performance necessitates increased intervention by the job coach.

2) The needs and personalities of the supervisor and coworkers. Some employers are less comfortable with the fading processing than others and will require reassurance and a more gradual fading of the job coach from the work site.

3) The characteristics of the job and the job site. A trainee who works in a highly visible position, such as line server or bus person, will require a much more gradual and systematic fading process. The job coach should not attempt to fade from the job site until feeling comfortable about the employee maintaining a satisfactory job performance.

(Moon, Goodall, Barcus, and Brooke, 1986; Smith, 1990).

Using supervisors to facilitate the fading process is extremely important. Supervisors should be involved in the initial training as much as possible so that the new employee and supervisor become accustomed to one another.

The job coach can briefly describe the training and fading process to the supervisor, and encourage the supervisor to interact with and reinforce the worker as appropriate. Verbal praise for a job well done, presentation of pay checks, and social exchange are types of reinforcement that supervisors normally give workers (Belcher, 1987).

Coworkers can also be solicited to help trainees get through "tough spots." They can provide occasional work prompts and reinforcers while the job coach is still at the site and gradually increase their interactions with the worker as the job coach fades from the work area. The job coach will have to initially model for coworkers the best way to "help" the worker and should take the time to informally explain the new employee's disability and background (Smith and Belcher, 1985).

Teaching the worker self-reinforcement techniques also facilitates the fading process. For example, the person can be taught to take a short break when a task is completed ahead of schedule (if the supervisor approves). Coworkers can be encouraged to monitor this if they express an interest. Charting daily earnings until pay day or saving money each week for a special purchase can also be motivational to some people (Ackerman and Shapiro, 1984;

Browder and Shapiro, 1985; Wehman, Shultz, Bates, Renzaglia, and Keirnan, 1978; Smith, 1990).

Advocacy

Advocacy activities in the supported work model take many forms throughout the job development, placement, coach, and follow-up phases.

Fostering positive attitudes toward workers with developmental disabilities in general, while helping a particular trainee adjust to his or her competitive work environment, is crucial to job success. The following are some of the most commonly occurring advocacy activities undertaken by a job coach during each phase of the supported work model. (Arnold, 1987)

Guidelines for Advocacy Activities

Job Development

- Explain the capabilities of workers with developmental disabilities to employers and co-workers during job site visits;
- Meet with civic, business, church, and social groups to change social attitudes and educate them on the advantages of hiring workers with disabilities;
- Develop advertising and educational literature pertaining to training programs leading to competitive employment.

Consumer Assessment

- Counsel parents/guardians on the benefits of

competitive employment for their son or daughter.

- Explain to parents or group home staff the effect of competitive employment on SSI benefits and medicare;
- Help parents or residential counselors fill out SSI forms or visit the local SSI representatives;
- Work out transportation problems with families or agency staff;
- Outline specific objectives for school or adult program personnel which will improve the employability of prospective employees.

Job Placement

- Make sure the job application is filled out correctly;
- Accompany the consumer to the job interview and speak on the interviewer's behalf if necessary;
- Review appropriate dress and behavior with the interviewee and the family or group home staff;
- Arrange to transport the consumer to the job interview and to the job on the individual's first day;
- Explain the job benefit package to the worker and the family or group home staff.

Job Site Training

- Establish rapport with supervisors and coworkers and adhere to the rules of the job site;
- Never allow job training to interfere with the flow of business or the established work schedule;
- Involve supervisors or coworkers in the training if feasible and briefly explain the systematic training and fading procedures;

- Recognize employers, supervisors, and coworkers who promote the employment of citizens with disabilities (e.g., a plaque, awards banquet, etc.);
- Establish rapport with coworkers and involve them in the training of the worker;
- Explain to coworkers the disability, background, and behavioral characteristics of the new employee;
- Encourage coworkers to socialize with the new worker and model appropriate ways to do this;
- Have the supervisor complete written evaluations on the worker's performance and discuss results;
- Work out job modifications with the supervisor when needed;
- Keep the family or group home counselors aware of the individual's job progress and problems that may occur;
- Give parents or group home staff the "job rules" such as the procedure for calling in sick;
- Explain pay and benefits to parents and group home staff and prepare them for the eventual loss of SSI and medical benefits;
- Do not fade from the job site until it is certain that the employee is going to "make it" alone;
- Inform the supervisor and the worker's family or group home staff of the long-term follow-up services provided for the employee.

Follow-Up

- Mail supervisor evaluations on schedule and respond immediately if any problems are indicated;
- Visit the job-site and monitor the worker's

performance by talking to supervisors and coworkers and by completing task analytic probes, production rate recordings, and on-task observations;

- Keep up with management and supervisor changes at the job site since personnel changes can seriously affect job performance;
- Find out about any changes in the worker's home situation through the use of parent surveys, phone calls, and home visits;
- Be prepared to go back on the job site at any time for retraining!

(Moon, Goodall, Barcus, and Brooke, 1986).

SUMMARY - JOB SITE TRAINING

Sequence of Events

1. Report to work with the trainee on the first day and be prepared to stay on the job site all day for several weeks.
2. Complete the job/task analysis when familiar with job duties and sequences.
3. Begin systematic instruction of job tasks.
4. Train related skills (such as use of public transportation, use of vending machines or cafeteria, and grooming).
5. Increase worker's production rate of job tasks.
6. Monitor trainee's on/off-task behavior.
7. Continue training worker until all job tasks are completed independently and up to company standards.
8. Begin a gradual fading from the job site.
9. Continue to advocate for the worker as necessary.

Chapter VII.

On-going Assessment and Follow-Up

Assessment of worker's job performance begins the day job placement and training begins. Daily feedback from behavioral training data, observations, and interactions with the employer, family members, and co-workers provides immediate feedback as to whether or not the worker is adapting to job demands. It is critical that the job coach devise a method for periodic on-going assessment of a worker's progress after fading from the job-site on a daily basis. Building this follow-along period into job training programs assures both the employer and employee that the job coach is available should a problem arise. Without this assurance of the availability of job-site intervention, the worker could be terminated due to a small change in the work environment (Belamy, Horner, and Inman, 1979).

Some of the factors that influence the stability of a person's job include new management, new coworkers, changes in the daily work schedule, and problems within the family structure. The job coach should regularly determine if and when such changes occur and be prepared to intervene if any of them affect the person's work performance.

Methods of evaluating worker progress and determining intervention strategies include: periodic employee evaluations; progress reports; parent/guardian interviews; on-site visits; and telephone contacts with employers and family members or group home staff.

Employee Evaluations

Employee evaluations should be completed bimonthly during the first two months of a job placement, monthly for the second two months, and quarterly thereafter as long as the individual is working (or until an employer requests that they no longer be sent). An employee evaluation can be completed quickly by an employer and easily interpreted by the job coach. The same person should complete the evaluation each time to maintain consistent ratings of the worker's performance. If there is a change in management, it is crucial that the job coach visit the job site in order to explain the job training and placement program to the new manager. This establishes rapport and assures that the manager understands the purpose and importance of completing the evaluations.

Responding to an employee evaluation. Upon receiving an evaluation which indicates a problem, the job coach

should respond quickly to the supervisor. This becomes particularly critical after the job coach has faded from the job site. Sometimes the problem can be taken care of by simply calling the supervisor, but the job coach will usually have to visit the job site to identify the specific nature of the problem, circumstances, and frequency of occurrence. It is the responsibility of the job coach to respond immediately whenever a problem is identified.

Guidelines for Employee Evaluations

- Help employers understand the purpose of the employee evaluation. Explain how the information will be used and the necessity of being candid.
- Make the process convenient. Enclose a self-addressed stamped envelope when mailing out the employee evaluation for the convenience of the supervisor.
- Make the process personal. Enclose a short note with the employee evaluation, thanking the supervisor for providing the information, etc.
- Give a follow-up prompt (a phone call or a visit to the job site) if necessary to insure return of the evaluation information.
- Interview the supervisor in person to obtain a verbal evaluation of the person's overall performance if necessary. Make a note of this meeting in the worker's file.
- Continue to send the evaluations at the appropriate time intervals, unless the employer requests otherwise.

(Moon, Goodall, Barcus, and Brooke, 1986).

Progress Reports

Information from each employee evaluation should be compiled by the job coach into a progress report which is sent to the worker and the family or group home counselor.

The progress report reflects the employer's evaluation of the worker's job performance. It also indicates to the family or group home that the job coach is actively monitoring the individual's progress and is aware of any problems on the job-site.

A section can be included at the bottom of the report for suggestions on what family members or group home staff can do to improve the work performance of the employee. Identify positive aspects of the person's job performance so that family or residential counselors can reinforce good work habits (Belamy, et al, 1988).

On-Site Visits

On-site visits by the job coach are valuable in two ways. First, follow-up visits to the job-site maintain personal contact and rapport with supervisors, coworkers, and the worker, and can elicit useful information about the employee's work behavior. Second, the site visit enables the job coach to directly observe work performance via a

task analytic probe of each job duty. Rate of work production and on-task (attending) behavior should also be recorded. The described methods can be used for these observations. Again, the job coach must be prepared to spend more time on the job site if these observations indicate a decrease in rate of production or on-task behaviors.

Job-site visits should be scheduled so that the normal flow of business is not interrupted. Choosing a slow period during the business day will also assure that there is ample opportunity to talk with employers and coworkers (Keirnan and Stark, 1986).

Telephone Contact

Visits to the job site are not always feasible or necessary and a telephone call may be sufficient.

Periodic phone contact is a good way to establish and maintain communication with parents and group home staff. Frequent phone contact during the early phase of job-site training can help to relieve their apprehensions and anxieties. It is also important in that the job coach will be aware of the existence of problems in the home which may adversely affect the person's job performance (e.g., the individual is constantly complaining about being tired and

must be prodded out of bed each day for work) (Moon et al, 1986).

Intervention Strategies

A problem or potential problem may be uncovered through the use of one or more of the on-going assessment/follow-along methods which include employee evaluations, parent/guardian interviews, on-site visits, and telephone contact. The job coach must determine the specific nature of the difficulty and devise an effective strategy to deal with it (Wehman and Kregel, 1985).

The first step is a visit to the job site to gain more detailed information on what the employer perceives the problem to be. The job coach next observes the worker to identify the nature and extent of the difficulty. This may involve several observations during which data is taken. This data will provide an objective picture of the problem, for both the job coach and the employer. The job coach then utilizes an appropriate intervention strategy to alleviate the problem. The job coach must be prepared to provide job site intervention until the employer is satisfied.

An Incident Report should be filled out by the job coach when an incident occurs that is considered job threatening. This report should provide an outline of the

specific problem along with strategies used to remedy the situation.

SUMMARY - On-Going Assessment and Follow-Up

Sequence of Events

1. Employee Evaluation - completed bimonthly during first two months of job placement; monthly for second two months; and quarterly thereafter.

2. Progress Report - compilation of results from Employee Evaluation

3. On-Site Visit - completed at least once each month for first six months after job site training; as needed thereafter.

4. Telephone Contact - completed whenever necessary to supplement on-site visits.

Chapter VIII.

Time Management for the Job Coach

Time Management for the Job Coach

The time that a job coach spends with each person on a caseload, as well as the number of workers that a job coach is able to serve on a caseload, will be determined by a number of factors. The most critical factors are the severity of the disability of the workers and the complexity of the jobs being developed.

The information in this chapter will be helpful in monitoring the job coach's time spent in various activities and in deciding on caseload distribution, follow-up schedules, and staffing patterns.

Recording Intervention Time

It is critical to keep an accurate account of how much time is spent with each worker in each activity during the various phases of job site training. This information yields consumer-specific and general information regarding the program.

The recording of worker intervention time into categories enables the job coach to determine the specific areas of strength and weakness for that placement.

Analysis of intervention time during the initial stages of job-site training gives the job coach an idea of when to begin fading from the job-site, and may indicate areas of training that need attention.

A job coach should plan on an average of four weeks of full time training during the first month on-site with a worker - close to 100 percent of the work day. It is very important that a job coach be able to commit at least this much time to a new placement (Smith, 1990).

Determining Staff/Client Ratios

Since the first month of job site training usually requires the full time presence of a job coach, a supported work program begins with a one-to-one staff/worker ratio. It is most desirable to have one and one half staff assigned to each worker or, in other words, to assign a back-up job coach who can fill in during illness or emergencies. A second person available for job development, job-site training, and follow-up allows the other job coach to begin working with another individual on the referral list. Training should not begin with a consumer unless there is a staff member ready to devote 100 percent of the work day for an indefinite period of time! (Wehman and Moon, 1988).

With two full-time staff members or one and one half

staff members, it is reasonable to place six to ten workers in competitive jobs during a twelve month period. The number of placements will depend in large part on functioning levels of the persons being served (Smith, 1990).

Summary

The supported work model has achieved national recognition. It promotes independence, productivity, and integration into the community for individuals experiencing developmental disabilities. Because of the increasing emphasis on fiscal constraint, it is vitally important to redirect the provision of services from a "care taker" orientation to one which allows persons with developmental disabilities to become tax payers, rather than passive recipients of federal and state resources. Concommitantly, persons with disabilities, speaking through their advocacy organizations, also desire to become as independent as possible and to become contributing members of their home communities. This model provides the most viable means of achieving these goals.

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APPENDIX

Sample forms for Record Keeping

Community Job Market Screening Form

Date Completed: _____ Completed By: _____

1. GENERAL SCREENING

List job openings that occur frequently acceptable for individuals with retardation (derive from classified ads, employment service listings, public service ads, etc.):

_____
_____
_____
_____
_____
_____
_____

2. SPECIFIC SCREENING

List potential appropriate companies or industry in this community to contact for job openings.

CURRENT

Company/Contact Person	Type of Work	Address/Phone

DEVELOPING

Company/Contact Person	Type of Work	Address/Phone

Employer Contact Sheet

*Date of Initial Contact: _____

Initiated by: _____

Method: Phone Visit Letter

Name of Company: _____

Address: _____

Phone: _____ On busline? _____

Name of Contact Person: _____

Title of Position: _____

General Response: _____ Interested _____ Position Available

_____ Not Interested _____ Position Not Available

_____ Position Not Appropriate

Comments: _____

_____

_____

_____

_____

_____

_____

_____

_____

*Further contact with company recorded on reverse side.

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Employer Contact Sheet

DATE	VISIT	PHONE	LETTER	REACTION/COMMENTS
		112		

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Employer Interview Form

Company: _____ Date: _____

_____

_____ Phone: _____

Person Interviewed: _____

Title: _____

Job Title: _____ Rate of Pay: _____

Work schedule: _____

_____

Company benefits: _____

_____

Size of company (or number of employees): _____

Volume and/or pace of work:

Overall: _____ This position: _____

Number of employees in this position: _____

During the same hours: _____

Written job description available: _____

Description of job duties: (Record on Sequence of Job Duties Form)

Availability of supervision (estimate percentage of time): _____

_____

Availability of coworkers (direct or indirect): _____

_____

Orientation skills needed (size and layout of work area): _____

_____

What are important aspects of position:

Speed ___ vs. Thoroughness ___ Judgment ___ vs. Routine ___

Teamwork ___ vs. Independence ___ Repetition ___ vs. Variability ___

Other: _____

What are absolute "don'ts" for employee in this position (e.g., manager's reasons for dismissal, etc.)? _____

_____

_____

Describe any reading or number work that is required: _____

_____

What machinery or equipment will the employee need to operate? _____

_____

OBSERVATIONAL INFORMATION:

Appearance of employees: _____

_____

Atmosphere:

_____ Friendly, cheerful _____ Aloof, indifferent

_____ Busy, relaxed _____ Busy, tense

_____ Slow, relaxed _____ Slow, tense

_____ Structured, orderly _____ Unstructured, disorderly

Other: _____

Environmental characteristics (physical barriers, extremes in temperature, etc.): _____

Comments: _____

_____

_____

_____

_____

SIGNATURE/TITLE: _____

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JOB: _____ EVALUATOR: _____ DATE: _____

1) WORK AREA: _____

MAJOR DUTIES: _____

CRITICAL SKILLS: _____

WORK RATE EST: _____

TIME (begin/end) IN THIS AREA _____

2) WORK AREA: _____

MAJOR DUTIES: _____

CRITICAL SKILLS: _____

WORK RATE EST: _____

TIME (begin/end) IN THIS AREA _____

3) WORK AREA: _____

MAJOR DUTIES: _____

CRITICAL SKILLS: _____

WORK RATE EST: _____

TIME (begin/end) IN THIS AREA _____

4) WORK AREA: _____

MAJOR DUTIES: _____

CRITICAL SKILLS: _____

WORK RATE EST: _____

TIME (begin/end) IN THIS AREA _____

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Job Analysis Form

Fill in Consumer's Name and SSN or affix pre-printed label.

[ ]

Consumer:_____

SSN:_____

Company:_____

DOH:_____ Code:_____

[ ]

Fill in Job Coach's Name and ID Code or affix pre-printed label.

[ ]

Staff:_____

ID Code:_____

[ ]

Name of Person Completing Form:_____

Analysis Date:__ __ /__ __ /__ __ (month/day/year)

Type: Initial _____ On-going _____

Company's Address: _____ Phone #:_____

Supervisor's Name:_____ Title_____

Job Title:_____ Current Hourly Rate_____

Number of Hours Per Week _____ Months Per Year_____

Is monthly gross income $300.00 or more? yes____no____

General Directions: DO NOT LEAVE ANY ITEM UNANSWERED!

Indicate the most appropriate response for each item based on observations of the job and interviews with employers, supervisors, and coworkers. For yes/no items circle either y or no for each item. *Indicate under each item whether it is considered IMPORTANT (I) or NO IMPORTANT (NI) in this particular job.

---

1. Schedule I . NI	Weekend Work Required	Evening Work Required	Part-Time Job	Full-Time Job
	Yes/No	Yes/No	Yes/No	Yes/No

Specifics/Comments:

---

2. Travel Location	On Public or Handicapped Transportation Route	Off Public or Handicapped Transportation Route	
I NI	_____	_____	

Specifics/Comments:

3. Initiation of Work/Motivation	Staff Will Prompt to Next Task	Volunteering Helpful	Initiation of Work Required
I NI	_____	_____	_____

Specifics/Comments:

4. Strength: Lifting and Carrying	Very Light Work (4-5 lbs)	Light Work (10-20 lbs)	Average Work (30-40 lbs)	Heavy Work (> 50 lbs)
I NI	_____	_____	_____	_____

Specifics/Comments:

5. Endurance	Work Required for < 2 Hours; No Breaks	Work Required for 2-3 Hours; No Breaks	Work Required for 3-4 Hours; No Breaks	Work Required for > 4 Hours; No Breaks
I NI	_____	_____	_____	_____

Specifics/Comments:

6. Orienting	Small Area Only	One Room	Several Rooms	Building Wide	Building and Grounds
I NI	_____	_____	_____	_____	_____

Specifics/Comments:

7. Physical Mobility I NI	Poor Ambulation/ Sit/Stand in One Area	Fair Ambulation/ Stairs/Minor Obstacles	Full Physical Abilities	
	_____	_____	_____	

Specifics/Comments:

8. Work Rate I NI	Slow	Average Steady Pace	Above Average/ Sometimes Fast Pace	Continual Fast Pace
	_____	_____	_____	_____

Specifics/Comments:

9. Appearance Requirements I NI	Grooming of Little Importance	Cleanliness Only Required	Neat and Clean Required	Grooming Very Important
	_____	_____	_____	_____

Specifics/Comments:

10. Communication Required I NI	None/Minimal	Key Words/ Signs Needed	Unclear Speech Accepted	Clear Commununication in Sentences/ Signs Needed
	_____	_____	_____	_____

Specifics/Comments:

11. Appropriate Social Interactions I NI	Social Interactions Not Required	Responding Appropriately Required	Interactions Required Infrequently	Interactions Required Frequently
	_____	_____	_____	_____

Specifics/Comments:

12.	Behavior Acceptance Range I NI	Many Unusual Behaviors Accepted _____	Few Unusual Behaviors Accepted _____	No Unusual Behaviors Accepted _____	
13.	Attention to Task/Perseverence I NI	Frequent Prompts Available _____	Intermittent Prompts/High Supervision Available _____	Intermittent Prompts/Low Supervision Available _____	Infrequent Prompts/Low Supervision Available _____
14.	Sequencing of Job Duties I NI	Only One Task Performed at a Time _____	2-3 Tasks Required in Sequence _____	4-6 Tasks Required in Sequence _____	7 or more Tasks Required in Sequence _____
15.	Daily Changes in Routine I NI	No Task Changes _____	2-3 Task Changes _____	4-6 Task Changes _____	7 or More Changes _____
16.	Reinforcement Available I NI	Frequent Reinforcement throughout Task _____	Reinforcement Daily _____	Reinforcement Weekly _____	Minimal Reinforcement/ Pay Check Only _____

Specifics/Comments:

17. Employer Attitude

I NI

Very Supportive of Workers with Disabilities	Supportive with Reservations	Indifferent to Workers with Disabilities	Negative toward Workers with Disabilities
_____	_____	_____	_____

Specifics/Comments:

---

18. Employer's Financial Requirements

I NI

Financial Incentives Not Necessary	Requires Tax Credit or Incentive (e.g., TJTC, OJT)
_____	_____

Specifics/Comments:

---

19. Object Discrimination

I NI

Does Not Need to Distinguish between Work Supplies	Must Distinguish between Work Supplies with an External Cue	Must Distinguish between Work Supplies
_____	_____	_____

Specifics/Comments:

---

20. Time

I NI

Time Factors Not Important	Must Identify Breaks/Meals/ Etc.	Must Tell Time to the Hour	Must Tell Time to the Minute
_____	_____	_____	_____

Specifics/Comments:

---

21. Functional Reading

I NI

None	Sight Words/ Symbols	Simple Reading	Fluent Reading
_____	_____	_____	_____

Specifics/Comments:

---

22. Functional Math	None	Simple Counting	Simple Addition/ Subtraction	Complex Computation Skills
I NI	_____	_____	_____	_____

Specifics/Comments:

23. Benefits of Job:

Yes/No 0 = None
Yes/No 1 = Sick Leave
Yes/No 2 = Medical/Health Benefits
Yes/No 3 = Paid Vacation/Annual Leave
Yes/No 4 = Dental Benefits
Yes/No 5 = Employee Discounts
Yes/No 6 = Free or Reduced Meals

24. Street Crossing	None	Cross 2 Lane Street with Light	Cross 2 Lane Street without Light	Cross 4 Lane Street with Light	Cross 4 La Street wit Light
I NI	_____	_____	_____	_____	_____

Specifics/Comments:

CHECK ALL THAT APPLY TO POSITION:

Bus Tables	_____	Restroom Cleaning	_____	Clerical	_____
Food Prep.	_____	Washing Equipment	_____	Pot Scrubbing	_____
Buffing	_____	Dish Machine Use	_____	Other	_____
Dusting	_____	Mopping (Indust.)	_____		
Stocking	_____	Food Line Supply	_____		
Sweeping	_____	Trash Disposal	_____		
Assembly	_____	Food Serving	_____		
Vacuuming	_____	"Keeping Busy"	_____		

COMMENTS:

1. Size of company (or number of employees): _____

2. Volume and/or pace of work (slow, medium, fast):

   Overall: _____ This position: _____

3. Rate of employee turnover (percentage):

   Overall: _____ This position: _____

Sequence of Job Duties Form

☐ Daily
(Job duties remain the same from day to day)

☐ Varies day to day
(If checked here, complete a separate form for each different sequence)

If above box is checked, indicate day for which this form is completed

☐ Mon ☐ Tues ☐ Wed ☐ Thurs ☐ Fri ☐ Sat ☐ Sun

Approximate Time	Job Duty

Comments: _____

SIGNATURE/TITLE: _____ DATE: _____

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4. Number of supervisors _____

Rate of turnover _____

5. Number of employees in this position: _____

During the same hours: _____

6. Number of non-handicapped employees in immediate area (50 ft. radius): _____

7. Is this position visible to the public? _____

8. Written job description available? _____

9. What are absolute "don'ts" for employee in this position (e.g., manager's pet peeves, reasons for dismissal, etc.)? _____

_____

10. Environmental characteristics (physical barriers, extremes in temperature, etc.): _____

_____

_____

11. Level for Social Contact: (circle one)

(0) - Employment in a segregated setting in which the majority of interactions with nonhandicapped persons are with caregivers or service providers. Example: Sheltered Workshop, Adult Activity Center.

(1) - Employment in an integrated environment on a shift or position which is isolated. Contact with nonhandicapped coworkers or supervisors is minimal. Example: Night Janitor.

(2) - Employment in an integrated environment on a shift or position which is relatively isolated. Contact with nonhandicapped coworkers or supervisors is available at lunch or break. Example: Pot Scrubber.

(3) - Employment in an integrated environment in a position requiring a moderate level of task dependency and coworker interaction. Example: Dishwasher required to keep plate supply stacked for cooks.

(4) - Employment in an integrated environment in a position requiring a high degree of task dependency and coworker interaction and/or high level of contact with customers. Example: Busperson/Porter.

Additional Comments: _____

_____

_____

_____

_____

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Referral Form

Instructions: Please provide information on all items unless unavailable.

Date of referral: _____

1. Social Security Number of Consumer _____

2. Name of Consumer _____
   Last First M.I.

3. Name of County or City of Residence _____

4. Sex of Consumer _____

5. Address and Phone Number of
   _____ Street
   _____, _____ _____
   City State Zip
   _____
   (Area Code) Home Phone

6. Date of Birth _____

7. Please indicate name and address of the primary person responsible for this referral:

   _____ Agency Name

   _____
   Last First
   _____ Street
   _____, _____
   City State
   _____ _____
   Zip Phone

8. Guardian Information

   Please note: If this referral is accepted into the RRTC active file of potential job candidates, a brief questionnaire will be sent to the guardian to complete our consumer history files.

   Guardian Name: _____
   Last First
   Address: _____ Street
   _____, _____ _____
   City State Zip
   _____ _____
   Home Phone Work Phone

   Type of Relationship:
   1 = Natural parent
   2 = Legal guardian/relative
   3 = Group home or other service provider
   4 = none
   5 = other (specify: _____)

Receipt of Referral Form

TO: _____
FROM: Rehabilitation Research and Training Center
DATE: _____

This is to acknowledge that the referral on _____ was received by the Rehabilitation Research and Training Center on _____

A screening of the individual's records will be performed to determine if this person is in the RRTC'S target population. If so, an employment screening and evaluation will be arranged with the individual as soon as possible. The following records are necessary to complete the referral process:

_____ most recent psychological evaluation
_____ medical records
_____ vocational evaluation
_____ educational records
_____ other specify: _____
_____ all necessary records have been submitted, thank you.

Please keep in mind that we are targeted to serve individuals whose primary disability is moderate mental retardation or lower. In some cases, persons with mild mental retardation and a secondary handicap can be accepted.

The Research and Training Center's small direct service staff and its commitment to on-site job training and follow-up services for each worker necessarily restricts the number of persons we are able to serve. The individual who is best suited to an available position will be placed first, <u>regardless of the date of referral</u>. Therefore, referral to the Research and Training Center should not be considered as the sole rehabilitation plan for a client, but as another source of services.

We regret not being able to provide competitive work for every individual referred to our program. However, we will notify you immediately if a competitive placement is imminent for your client.

Thank you for your referral to the Rehabilitation Research and Training Center.

SIGNATURE: _____ TITLE: _____

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Consumer Employment Screening Form

Fill in Consumer Name and SSN or affix pre-printed label.

[ ]

Consumer:_____

SSN: _____

Company:_____

DOH:_____ Code:_____

[ ]

Fill in Job Coach's Name and ID Code or affix pre-printed label.

[ ]

Staff:_____

ID Code: _____

[ ]

Name of Person Completing Form _____

Date of Screening __ __ /__ __ /__ __ (month/day/year)

Type: Initial _____ Ongoing/Employed _____ Ongoing/Unemployed _____

Number of Hours Worked Per Week _____ Months Worked Per Year _____

Consumer's Address _____

Phone #: (_____) _____

General Directions: DO NOT LEAVE ANY ITEM UNANSWERED!

Indicate the most appropriate response for each item based on observations of the cons and inteviews with individuals who know the consumer (i.e. family members, adult service providers, school personnel, employers). For items with yes/no beneath them, circle either or no for every item.

---

1. Availability	Will Work Weekends	Will Work Evenings	Will Work Part-Time	Will Work Full-Time
	Yes/No	Yes/No	Yes/No	Yes/No

Specifics/Comments:

---

2. Transportation	No Available Transportation	Has Access to Specialized Travel Services	Lives on Bus Route	Family Will Transport	Provides Own Tran (Moped, Car, Wal Etc.)
	Yes/No	Yes/No	Yes/No	Yes/No	Yes/N

Specifics/Comments:

3. Initiative/ Motivation	Avoids Next Task	Waits for Directions	Sometimes Volunteers	Always Seeks Work
	_____	_____	_____	_____

Specifics/Comments:

4. Strength: Lifting and Carrying	Poor (4-5 lbs)	Fair (10-20 lbs)	Average (30-40 lbs)	Strong (> 50 lbs)
	_____	_____	_____	_____

Specifics/Comments:

5. Endurance	Works < 2 Hrs; No Breaks	Works 2-3 Hrs; No Breaks	Works 3-4 Hrs; No Breaks	Works > 4 Hrs; No Breaks
	_____	_____	_____	_____

Specifics/Comments:

6. Orienting	Small Area Only	One Room	Several Rooms	Building Wide	Building and Grounds
	_____	_____	_____	_____	_____

Specifics/Comments:

7. Physical Mobility	Poor Ambulation/ Sit/Stand in One Area	Fair Ambulation/ Stairs/Minor Obstacles	Full Physical Abilities	
	_____	_____	_____	

Specifics/Comments:

8. Independent Work Rate (No Prompts)	Slow	Average Steady Pace	Above Average/ Sometimes Fast Pace	Continual Fast Pace
	_____	_____	_____	_____

Specifics/Comments:

9. Appearance	Unkempt/ Poor Hygiene	Unkempt/ Clean	Neat/Clean But Unmatched	Neat/Clean and Matched
	_____	_____	_____	_____

Specifics/Comments:

10. Communication	Uses Sounds/Gestures	Uses Key Words/Signs	Speaks Unclearly	Communicates Clearly in Sentences/Signs
	_____	_____	_____	_____

Specifics/Comments:

11. Appropriate Social Interactions	Does Not Interact	Responds Appropriately	Initiates Social Interactions Infrequently	Initiates Social Interactions Frequently
	_____	_____	_____	_____

Specifics/Comments:

12. Unusual Behavior	Many Unusual Behaviors	Few Unusual Behaviors	No Unusual Behaviors	
	_____	_____	_____	

Specifics/Comments:

13. Attention to Task/ Perseverance	Frequent Prompts Required	Intermittent Prompts/High Supervision Required	Intermittent Prompts/Low Supervision Required	Infrequent Prompts/Low Supervision Required
	_____	_____	_____	_____

Specifics/Comments:

14. Independent Sequencing of Job Duties	Cannot Perform Tasks in Sequence	Performs 2-3 Tasks in Sequence	Performs 4-6 Tasks in Sequence	Performs More than 7 Tasks in Sequence
	_____	_____	_____	_____

Specifics/Comments:

15. Adapting to Change	Rigid Routine Required	Adapts to Change with Great Difficulty	Adapts to Change with Some Difficulty	Adapts to Changes
	_____	_____	_____	_____

Specifics/Comments:

16. Reinforcement Needs	Frequent Reinforcement throughout Tasks	Reinforcement Daily	Reinforcement Weekly	Reinforcement/ Pay Check Sufficient
	_____	_____	_____	_____

Specifics/Comments:

17. Family Support	Negative about Work	Indifferent about Work	Supportive of Work with Reservations	Very Supportive of Work
	_____	_____	_____	_____

Specifics/Comments:

18. Consumer's Financial Situation	Unwilling to Give up Financial Aid	Requires Part-Time Job to Avoid Loss of Benefits	Requires Job with Benefits	Financial Ramifications No Obstacle
	_____	_____	_____	_____

Specifics/Comments:

19. Discrimination Skills	Cannot Distinguish between Work Supplies	Distinguishes between Work Supplies with an External Cue	Distinguishes between Work Supplies
	_____	_____	_____

Specifics/Comments:

20. Time Awareness	Unaware of Time and Clock Function	Identifies Breaks and Lunch	Can Tell Time to the Hour	Can Tell Time in Hours and Minutes
	_____	_____	_____	_____

Specifics/Comments:

21. Functional Reading	None	Sight Words/ Symbols	Simple Reading	Fluent Reading
	_____	_____	_____	_____

Specifics/Comments:

22. Functional Math

None	Simple Counting	Simple Addition/ Subtraction	Complex Computations Skills
_____	_____	_____	_____

Specifics/Comments:

23. Benefits consumer needs or presently has:

Yes/No 0 = None
Yes/No 1 = Sick Leave
Yes/No 2 = Medical/Health Benefits
Yes/No 3 = Paid Vacation/Annual Leave
Yes/No 4 = Dental Benefits
Yes/No 5 = Employee Discounts
Yes/No 6 = Free or Reduced Meals

24. Independent Street Crossing Skills

None	Crosses 2 Lane Street with Light	Crosses 2 Lane Street without Light	Crosses 4 Lane Street with Light	Crosses 4 Lane Stree without Li
_____	_____	_____	_____	_____

Specifics/Comments:

CHECK ALL THAT CONSUMER HAS PERFORMED:

Bus Tables _____	Restroom Cleaning _____	Clerical _____
Food Prep. _____	Washing Equipment _____	Pot Scrubbing _____
Buffing _____	Dish Machine Use _____	Other _____
Dusting _____	Mopping (Indust.) _____	_____
Stocking _____	Food Line Supply _____	_____
Sweeping _____	Trash Disposal _____	_____
Assembly _____	Food Serving _____	_____
Vacuuming _____	"Keeping Busy" _____	_____

25. Handling Criticism/Stress | Resistant/ Argumentative | Withdraws into Silence | Accepts Criticism/ Does Not Change Behavior | Accepts Criticism/ Changes Behavior

Specifics/Comments:

26. Acts/Speaks Aggressively | Hourly | Daily | Weekly | Monthly | Never

Specifics/Comments:

27. Travel Skills | Requires Bus Training | Uses Bus Independently/ No Transfer | Uses Bus Independently/ Makes Transfer | Able to Make Own Travel Arrangements

Yes/No | Yes/No | Yes/No | Yes/No

Specifics/Comments:

Medications?

Medical Complications/Conditions?

Additional Comments:

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Job/Worker Compatibility Analysis Form

Analysis Date: _____ Company: _____ Job Title: _____

Employment Factor:	*Considered Critical to Position	*Consumer Name: _____	*Consumer Name: _____	*Consumer Name: _____
(1) Availability				
(2) Transportation				
(3) Initiation/Motivation				
(4) Strength				
(5) Endurance				
(6) Orienting				
(7) Physical Mobility				
(8) Work Rate				
(9) Appearance				
(10) Communication				
(11) Social Interactions				
(12) Unusual Behavior				
(13) Attention to Task				
(14) Sequencing of Tasks				
(15) Adapting to Change				
(16) Reinforcement Needs				
(17) Family Support				
(18) Financial Concerns				
(19) Object Discrimination				
(20) Time Awareness				
(21) Functional Reading				
(22) Functional Math				
(23) Street Crossing				
	**TOTAL:			

Compatibility: (List consumers' names beginning with the one currently most compatible and ending with the one currently least compatible.)

_____

_____

_____

_____

*Indicate by placing an "X" in the column.

**Number of "X's" under consumer name that match a corresponding "X" under critical to position column.

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Individualized Task Analysis and Special Training Strategies

Trainee: _____ Job Site: _____

Job Trainer: _____ Job Title: _____

Approximate Times	Task Performed	Task Analysis - Diagrams - Special Training Techniques

Reinforcement Questionnaire

Name _____

D.O.B. _____

Trainer _____

*What are some things you like to do when you are alone in your leisure time?

_____ _____

_____ _____

*What group activities do you enjoy doing in your free time?

_____ _____

_____ _____

*Please list hobbies or games you enjoy.

_____ _____

_____ _____

*Please list hobbies or games you would like to learn.

_____ _____

_____ _____

*Do you like listening to music?

Yes _____ No _____

*List type of music you enjoy or two songs you enjoy.

_____

_____

*Name two people you enjoy spending time with.

_____ Relationship: _____

_____ Relationship: _____

*If you had $.50 what would you buy? _____

$1.00 _____

$5.00 _____

$25.00 _____

*What are some gifts you have given to friends and relatives?

_____ _____

_____ _____

Signature: _____

Date: _____

The following questions/items may have to be asked of parents, teachers, or other people who know this individual. When the consumer is able to communicate verbally, it is a good idea to get this information from him/her as well as from significant others.

(1) List activities people familiar with individual have observed him/her participating in.

_____ _____

_____ _____

(2) List tangible items that people familiar with individual have observed him/her enjoy.

_____ _____

_____ _____

(3) List any privileges that could be utilized with this individual.

_____ _____

_____ _____

Signature: _____

Relationship: _____

Length of time you have known this person: _____

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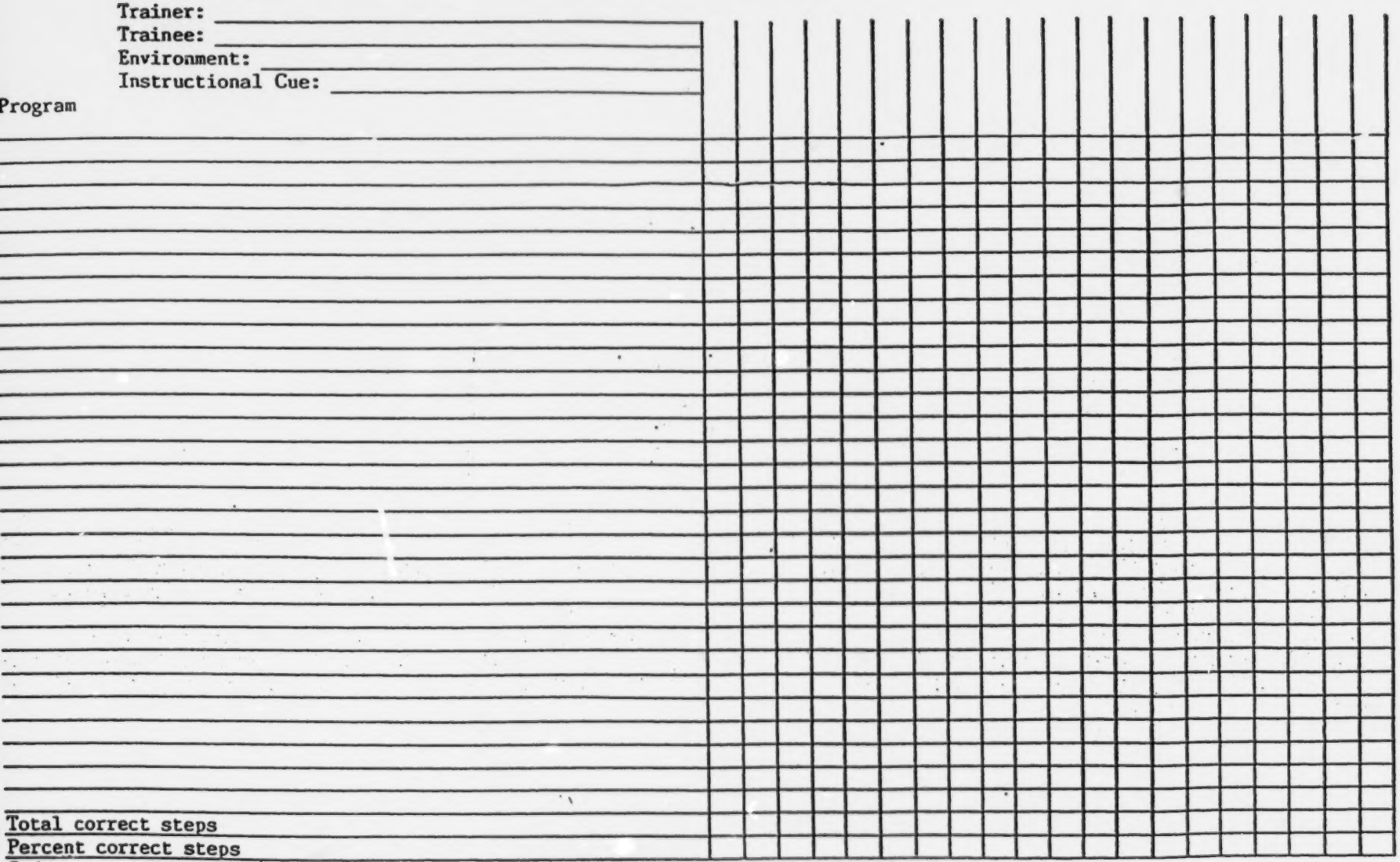
Task Analytic Recording Sheet

Trainer: _____
Trainee: _____
Environment: _____
Instructional Cue: _____



Code: + = independent/correct
- = incorrect
V = verbal prompt
M = model prompt
P = physical prompt

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Task Analytic Recording Sheet

Trainer: _____
Trainee: _____
Environment: _____
Instructional Cue: _____

Program	
4. 1	Place 10 pots in sink #1
4. 2	Remove one pot from sink #1, empty water and place on counter, right of sink
4. 3	Grasp pot in upright position, with nondominant hand, pick up green scouring pad with dominant hand
4. 4	Scour the bottom inside surface of the pot until all visible food particles are loosened
4. 5	Position pot on its side and scrub inside wall of pot until all visible food particles are loosened
4. 6	Continue to rotate pot in a clockwise fashion until all inside wall surfaces are scoured
4. 7	Dip pot in sink #1, empty water out of pot
4. 8	Visually inspect pot for remaining food particles, rescrubbing any necessary spots
4. 9	Dip pot again in sink #1, visually inspect for remaining food and spot scour as needed
4.10	Turn pot over, bottom facing up
4.11	Scrub bottom of pot
4.12	Position pot on its side and scour outside wall of pot until all visible food particles are loosened
4.13	Continue to rotate pot in a clockwise fashion until all outside wall surfaces are scoured
4.14	Dip pot in sink #1, pour out water. Visually inspect for remaining food particles, rescouring as needed
4.15	Drop pot in sink #2
4.16	Repeat steps 2 through 13 until all pots in sink #1 have been scoured
4.17	Dip pot in sink #2 (verbal cue "dip and throw")
4.18	Place in sink #3
4.19	Continue until the original 10 pots and pans are in sink #3
4.20	Take pots out os sink #3 and place on counter to drain
4.21	Repeat steps 4.1 through 4.18
Total correct steps	
Percent correct steps	

Code: + = independent/correct
- = incorrect
V = verbal prompt
M = modeling prompt

Production Rate Recording Form

NAME: _____ MONTH: _____

TASK: _____ *STANDARD: _____

DATE	TIME STARTED TASK	TIME ENDED TASK	TOTAL TIME WORKED	UNITS COMPLETED	% OF STANDARD
			AVERAGE:		

(* STANDARD is the average number of units completed by nonhandicapped coworkers performing the same task within a specified period of time.)

Number of units completed within specified time frame
Standard number of units completed within same time frame = RATE

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Supervisor's Evaluation Record Sheet

Bi-Monthly 1st 2 months Monthly for 2nd 2 months Quarterly Thereafter

Employee:_____ Supervisor:_____

Job Site:_____ Address:_____

Date Hired:_____ City, State:_____

Zip Code:_____

Date Presented	Date Returned	Follow-up Prompt If Not Returned In 2 Weeks (Date)	Results of Follow-up Prompt: Returned? (Date) YES NO

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Supervisor's Evaluation Form

Fill in Consumer Name and SSN or affix pre-printed label.

[ ]

Consumer:_____

SSN:_____

Company:_____

DOH:_____ Code: _____

[ ]

Fill in Job Coordiantor's Name and ID code or affix pre-printed label.

[ ]

Staff: _____

I.D. Code: _____

[ ]

Date: __ __ / __ __ / __ __

Please circle the number that best represents your opinion about the trainee/ employee's present situation.

1. The employee arrives and leaves <u>on time</u>.

1	2	3	4	5
Much Too Seldom	Not Often Enough	Undecided	Usually	Always

2. The employee maintains good attendance.

1	2	3	4	5
Much Too Seldom	Not Often Enough	Undecided	Usually	Always

3. The employee takes meals and breaks appropriately.

1	2	3	4	5
Much Too Seldom	Not Often Enough	Undecided	Usually	Always

4. The employee maintains good appearance.

1	2	3	4	5
Much Too Seldom	Not Often Enough	Undecided	Usually	Always

5. The employee's performance compares favorably with the other workers' performance.

1	2	3	4	5
Much Too Seldom	Not Often Enough	Undecided	Usually	Always

6. Communication with the employee is not a problem.

1	2	3	4	5
Much Too Seldom	Not Often Enough	Undecided	Usually	Always

7. The employee attends to job tasks consistently.

1	2	3	4	5
Much Too Seldom	Not Often Enough	Undecided	Usually	Always

8. Your overall appraisal of the employee's proficiency at this time.

1	2	3	4	5
Needs Immediate Improvement	Somewhat Below Standard	Satisfactory	Somewhat Better Than Required	Much Better Than Required

9. Do you wish to meet with a representative from the RRTC staff?

_____ YES _____ NO

Additional Comments: _____

_____

_____

_____

_____

_____

SIGNATURE: _____

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Progress Report

Employee's Name: _____ Date: _____

Job Trainer: _____ Date of Hire: _____

All items which pertain to your performance are circled below:

1) The employee
   (a) generally arrives and leaves on time
   (b) maintains good attendance
   (c) takes meals and breaks appropriately
   (d) maintains a good appearance

Comments on un-circled items: _____
_____

2) The employee has
   (a) mastered all aspects of present job
   (b) mastered many, but not all aspects of job (specify): _____
   (c) not mastered essential aspects of job to date (specify): _____

3) In order for the employee to follow directions regarding the job, the supervisor and job trainer
   (a) can just give <u>verbal</u> instructions
   (b) have to give many <u>gestures</u> as well as verbal instructions
   (c) have to show the employee exactly what to do before he/she knows what to do

4) The employee is
   (a) fast-pace worker
   (b) regular-paced worker
   (c) sometimes a slow worker
   (d) slow worker

Aspects of job which your family or guardian could help you with at home to improve your performance at work: _____
_____
_____

Positive aspects of work performance: _____
_____

JOB TRAINER'S SIGNATURE: _____

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Parent/Guardian Questionnaire

Please respond to each of the ten items below by circling one of the words/phrases under each item that best summarizes your opinion or feeling about that item. This information will be used in a strictly confidential manner to help insure _____ continued success in working.

1. S/he behaves appropriately at home.

1	2	3	4
Always	Most of the time	Sometimes	Never

2. S/he enjoys her job.

1	2	3	4
Always	Most of the time	Sometimes	Never

3. S/he has difficulty getting ready for his/her job.

1	2	3	4
Always	Most of the time	Sometimes	Never

4. S/he is motivated to earn money in his/her job.

1	2	3	4
Always	Most of the time	Sometimes	Never

5. S/he is careful to maintain a neat appearance when reporting to work.

1	2	3	4
Always	Most of the time	Sometimes	Never

6. S/he behaves appropriately when outside the home.

1	2	3	4
Always	Most of the time	Sometimes	Never

7. S/he complains about the job.

1	2	3	4
Always	Most of the time	Sometimes	Never

8. His c. . or transportation to and from work is a problem for the family.

1	2	3	4
Always	Most of the time	Sometimes	Never

9. S/he speaks positively about the job supervisors and co-workers.

1	2	3	4
Always	Most of the time	Sometimes	Never

10. We are worried that s/he is going to lose the job for some reason.

1	2	3	4
Always	Most of the time	Sometimes	Never

_____ YES _____ NO

Comments: _____

_____

_____

_____

_____

_____

_____

SIGNATURE: _____

DATE: _____

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Incident Report

DATE:

LOCATION:

ANTECEDENT(S):

INCIDENT OR RESPONSE:

CONSEQUENCE:

RESULT:

COMMENT/INTERVENTION STRATEGY:

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Consumer-Specific Intervention Time Recording Sheet

Fill in consumer name and SSN or affix pre-printed label here.

CONSUMER NAME: _____

CONSUMER SSN: _____

Fill in job coordinator name and ID c or affix pre-printed label here.

STAFF NAME: _____

ID CODE: _____

RECORDING PERIOD (MONTH/YEAR): _____ REHAB. COUNSELOR _____

DATE YEAR: _____ DAY/MONTH:	/	/	/	/	/	/	/	CATEGORY TOTAL ↓
INTERVENTION TIME DIRECTLY RELATED TO JOB SKILLS TRAINING (Hours:Minutes)								
1. ACTIVE (consumer and job coordinator at job site)								
2. INACTIVE (between periods of active intervention)								
INTERVENTION TIME INDIRECTLY RELATED TO JOB SKILLS TRAINING (Hours:Minutes)								
1. TRAVEL/TRANSPORTING								
2. CONSUMER TRAINING								
3. PROGRAM DEVELOPMENT (task analysis & behavioral intervention programs)								
4. EMPLOYMENT ADVOCACY (work site related, includes consumer specific job development)								
5. NON-EMPLOYMENT ADVOCACY (non-work site related)								
6. SCREENING AND EVALUATION (screening consumer for service eligibility)								
TOTAL (daily)								

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